

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION

Course of Study in Shorthand
for
Senior High Schools

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FOREWORD

One of the outstanding characteristics of the development of the State program of education in Pennsylvania is the whole-hearted co-operation of all concerned. This course of study is one of a series of courses now in the process of preparation under the general direction of William H. Bristow, Deputy Superintendent, Curriculum Bureau. It is an excellent example of the cooperation and professional interest of the teachers of the Commonwealth.

The committee for the revision of the Commercial Courses of Study is as follows:

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In the preparation of this course in shorthand much credit is due George E. Mumford, Special Assistant to the Director of Commercial Education, Philadelphia, who assisted in the collection and organization of the material. To him the committee acknowledges its indebtedness.

The preliminary course of study in shorthand was prepared in mimeographed form, and distributed to the teachers of the Commonwealth through the various superintendents of schools. The committee asked for detailed information concerning practices in the local schools in the teaching of shorthand. The teachers of shorthand responded generously to this request. The information secured from this questionnaire was very helpful to the committee, and we therefore take this opportunity to express our grateful appreciation to these teachers.

The publishers of the three systems of shorthand used in Pennsylvania—Pitman, Benn Pitman, and Gregg, contributed to the course through suggestions and by permitting the use of published material. Representatives of the United States Office of Education and the Federal Board for Vocational Education reviewed the course in detail. Their suggestions were very fruitful. Those in charge of teacher train-

ing courses in institutions offering commercial teacher training curriculums reviewed the course and offered helpful suggestions.

The construction of a course of study of this type involves much study and work. All who undertake such a project do so at personal sacrifice. They make a definite contribution to the advance of education in the Commonwealth. To the committee preparing this course of study we wish to express our deep appreciation.

James N. Rule,
Superintendent of Public Instruction.

January 1, 1932

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INTRODUCTION

In compiling this course of study, the aim has been to furnish specific helps for the teacher of shorthand, the supervisor, the principal, and the superintendent. The attempt to do this was complicated by several factors, chief among which are: lack of sufficient time in which to push to completion all necessary studies; lack of proper research facilities; and differences in shorthand systems. For these reasons, some of the topics discussed are covered only in a suggestive way. As in other fields, there is a need for research in the teaching of shorthand. It is hoped that this preliminary course of study will stimulate individuals and groups to do research work, and make findings available to the teachers of the Commonwealth through the Department of Public Instruction.

The need for the following is clearly recognized by those responsible for the preparation of the course: (1) more definite lesson plans for the elementary and advanced dictation class; (2) a better organization of short instructional units for all grades of shorthand; (3) a wealth of properly graded dictation material to fit these short units; (4) more efficient methods of teaching spelling, punctuation, and vocabulary; (5) a clearer understanding of aims and methods of achieving them; (6) a more complete statement of standards; (7) efficient standardized tests based on short units of instruction; and (8) valid methods of prognosis.

Discussions and explanations require many words, if a complicated matter is to be made clear. A work of this nature is inevitably complicated and is for study and reference. Progressive teachers and supervisors will be interested in all sections except those which contain lesson plans for textbooks from which they do not teach. The principal and the superintendent will be interested in the significance of learning shorthand; the principles governing its program placement; the kind of teacher and teaching required; and desirable standards. The local school board often desires to know the significance of the study, the kind of teachers required, the materials of instruction necessary, and the standards which should be required.

It is the plan of the Department of Public Instruction to organize a continuing program of curriculum revision. Teachers who use this course of study in shorthand are urged to furnish the Department with criticisms and suggestions, sample tests, units of instruction, and other materials that are developed in connection with classes in shorthand. Such suggestions and materials should be forwarded to the Curriculum Bureau.

COURSE OF STUDY IN SHORTHAND
FOR
SENIOR HIGH SCHOOL

I

THE VOCATIONAL SIGNIFICANCE OF A STUDY OF
SHORTHAND

1. The primary purpose of a course in shorthand should be to develop skill for those who will use it in connection with their work as stenographers. This statement does not mean that there are no incidental learnings in a study of shorthand. It does not mean that the other cardinal objectives of education should be neglected. It does mean however, that pupils who undertake the study of shorthand should do so with the primary idea of eventually becoming a stenographer. It also means that no one should be admitted to the shorthand class, nor long survive in it, who lacks the traits and abilities necessary to success upon at least a low occupational level. In this connection the authors of a bulletin issued by the Federal Board for Vocational Education entitled, "Training for Leadership in Commercial Education," say: "The wide difference between the theories taught in the Commercial Courses and the practices used in business is largely due to the belief of most teachers of commercial subjects that the cultural and mental discipline to be gained from the study of business practices rather than specific vocational skills and knowledges is the most desirable objective of instruction in commercial subjects. Hence, little attention has been paid by them to keeping school instruction abreast of new practices in business."

2. It is true: (a) that good stenographers are in demand; (b) that those who have skill in this kind of work need not be, for any length of time, without employment; (c) that several prominent men have greatly added to their efficiency by ability to write shorthand. It is also true that all of these people have been much exploited in advertisements. Because one man blazed a trail from a business college to the White House, it is laudably the ambition of many young people to do so. Yet the popular belief that a knowledge of shorthand is an Aladdin's lamp to any young person who possesses it has had an amazing effect both upon the curriculum of the commercial school and upon the minds of parents. Because of the erroneous notion that anyone can learn shorthand and that by so doing he will soon afterward advance to a high position, parents have guided their boys and girls in large numbers into the shorthand and typewriting classes. To meet the large demand for courses in business education thus created, schools offer mainly courses in shorthand, typewriting and bookkeeping.

While skill in stenography is a wholly desirable accomplishment, experience has shown that not all pupils have the qualities of mind and hand which enable them to succeed. It is, therefore, the opinion of educators that shorthand should be a specialized study for a selected group, instead of a general requirement for every pupil in the commercial course. Methods of prognosis for determining who will succeed have not been perfected to such a degree that they can be depended upon. Examples of prognostic tests which are now being used for experimental purposes may be found in Hokes's Prognostic Test of Stenographic Ability.

II

PRINCIPLES WHICH SHOULD GOVERN THE MAKING OF THE SHORTHAND COURSE OF STUDY

The educational theories which determine the place in the curriculum for the study of shorthand are:

1. No pre-employment training should be given in the high school for occupational levels which the pupil cannot reach for several years after preparing for them. The age range for stenographers is 18 to 30. Ninety per cent of stenographers are between 20 and 24.

2. Pupils who elect to study shorthand should be admitted to a course only after a careful determination of their capabilities for its mastery and of the occupational opportunities which the community offers for giving them stenographic employment. Many city surveys reveal the fact that less than fifty per cent of those who study shorthand ever use it. Those responsible for the small high school should carefully consider the problem of placing his graduates before introducing the study of shorthand.

3. Pupils should seldom elect shorthand if they do not expect to complete the study. In this connection it must be recognized that many pupils drop out before completing the high school course. If no provision is made by the community for further instruction after the pupil has dropped out of day school, pupils who are likely to drop out should be guided into other courses.

4. If boys do well in shorthand they often excel girls, but most boys are not interested in the study and therefore do poorly. Pupils who do not succeed in the elementary class should be advised as early as possible to substitute for shorthand some other study in which they are more likely to succeed.

5. For every pre-employment vocational course there should be means provided for determining the efficiency of the training.

6. The laws of learning should be carefully applied to the teaching of shorthand.

7. The best teacher of shorthand is usually one who has successfully followed the occupation of a stenographer and who, in addition, has been efficiently trained in methods of teaching.

8. The teaching materials used in teaching shorthand should be selected and organized into a course of study solely on the basis of their value in giving training in shorthand on a vocational level.

9. Methods of instruction should provide an opportunity for the pupil to perform under actual working conditions all the operations required of those on the level which he or she will enter an office.

10. Needed skills must be developed by methods which do not confuse the imparting of knowledge with the development of skill, nor long drawn out explanations with teaching.

III

AIMS, OBJECTIVES AND OUTCOMES

In this course of study, aim is used to refer to the teacher's purpose in daily lesson plans; objectives refer to those things which the shorthand course as a whole strives to achieve, and outcomes are

realized aims and objectives. The reader will find one or more aims in each lesson plan, see chapters IX, X, XI, XII, and XIII. The objectives of instruction in shorthand are discussed in detail in section VIII. A suggested list of the desired outcomes expressed as attitudes follows:

A. Desirable Attitude for a Stenographer

1. I desire to learn shorthand in order to use it in my work.
2. I desire to play my part in life as an honest, loyal, productive, self-reliant worker.
3. I desire to live the highest type of life of which I am capable.
4. I desire to see other people have the same opportunities that I enjoy.
5. I desire to give value for value received.
6. I desire to be: ambitious, cautious, charitable, clean, courageous, courteous, enthusiastic, friendly, honest, industrious, generous, just, kind, open-minded, optimistic, patient, refined, reliable, resourceful, self-reliant, temperate.
7. I desire to be tolerant of the other fellow's rights and his sincere opinions.

B. Standards Resulting From Right Attitudes on the Part of Stenographers

1. My letters must be good enough to be mailable.
2. To be mailable a letter must be accurate as to facts, correctly punctuated, employ good English, and be correctly centered and arranged.
3. My speed in both shorthand and typewriting must be what my employer demands of a beginner. I must improve at least as fast as my employer expects me to and ultimately I must reach the highest rate of which I am capable.
4. I will not talk about matters connected with the office to those who have no right to know about them.
5. I will concern myself only with those things in which I have a right to be interested.
6. My employer's interests must come first.
7. I will be satisfied with nothing but the most accurate work of which I am capable.
8. I will keep my body and mind clean and my person sacred.
9. I will not take what does not belong to me without permission.
10. Neither pleasure, nor comfort, nor convenience shall prevent me from faithfully fulfilling my obligations.
11. I will do the right thing even though my work is not inspected or appraised.

IV

PROGRAM PLACEMENT

A. Shorthand in the Junior High School

The Department of Superintendence in its Fifth Yearbook on the Junior High School Curriculum, Page 438, Summary of Recommendations states: "Stenography and Bookkeeping should be deferred to

the senior high school. These general recommendations apply with equal force to small as well as large junior high schools." Only two commercial subjects were recommended for the junior high school by the Department of Superintendence, viz., Junior Business Training and Typewriting. This seems to be the consensus of opinion not only of superintendents of schools, but also of leaders in the field of commercial education.

John O. Malott, Specialist in Commercial Education, Bureau of Education, Washington, D. C. has prepared, as a result of a questionnaire, an interesting report on "Basic Data Pertaining to Commercial Education in the United States." The questionnaires were sent to 3,112 junior high schools throughout the country. It was found that shorthand was being offered in but 108 schools. During the period between June, 1924 and June, 1927 under "Trends in Commercial Subjects," 27 junior high schools had discontinued and 16 had added shorthand to their program.

Shorthand is both a language-arts and a skill subject. Because it is a language-arts subject, mastery of it depends upon the ability to understand and comprehend both the written and spoken word. As a skill subject its mastery depends upon a certain kind of mental and manual dexterity. Charters and Whitley in "An Analysis of Secretarial Duties and Traits," reveal the many knowledges, habits, appreciations and skills in addition to technical training in shorthand and typewriting which are essential to the success of the stenographer. Shorthand, being a skill subject, should be taught as closely as possible to the time when it will be used. Accordingly, the last year of training in shorthand should be the twelfth. Since other habits and attitudes require a longer time for attainment by the pupil, they should be taught earlier in the pupil's school career and the skill which will be most quickly forgotten should be placed nearest its period of use. Pupils with the requisite mental and manual abilities, the desired education, experience and maturity can learn shorthand in two years. To devote more time to it is to deprive pupils of the opportunity to study other important subjects.

B. Shorthand in the Senior High School

1. Two years, four semesters, five periods weekly, seems to be the approved amount of time required for the mastery of shorthand. According to the first principle stated in Section II of this course of study, and the age range of stenographers as stated in Section I, the two years of the high school course which should be devoted to the study of shorthand are the eleventh and twelfth. Shorthand instruction during these two years is ordinarily broken into four units. These units are designated:

Shorthand I— for the first semester, or 11-A, in which the pupil begins the study, by the direct method, from the manual, or other elementary text.

Shorthand II— for the second semester, or 11-B, in which the pupil completes the study of the manual or elementary text.

Shorthand III—for the third semester, or 12-A, in which the pupil acquires skill in taking easy dictation and begins to transcribe. “Shorthand III” in this course of study is therefore synonymous with “beginners dictation.”

Shorthand IV—for the fourth semester, or 12-B, in which the pupil develops to the highest degree of which he or she is capable, skill in taking notes and in transcribing them. “Shorthand IV” herein is synonymous with “advanced dictation.”

2. The course of study for typewriting will discuss the program placement for instruction in that skill, but it may be worth while to call attention at this point to the fact that typewriting should also be taught during the eleventh and twelfth years, five periods weekly. To arrange the roster in shorthand and typewriting most effectively, the typewriting period should immediately follow the shorthand period and in Shorthand III and IV the shorthand and typewriting class should be taught by the same teacher.

V

ASSUMPTIONS

1. Penmanship drills for shorthand should consist largely of writing word forms in sentences and very little of making ovals, circles and push-and-pull strokes. Penmanship drills of a general nature, merely serve the purpose of fixing habits of posture, movement and proportion.
2. Drill should aim to make the recall of the outlines of the fifteen hundred commonest words automatic, of the next thousand commonest words immediate, and enable pupils to construct outlines for uncommon words readily.
3. Drills should be as much as possible in the form of phrases, sentences, paragraphs and letters.
4. Enough time should be given to drill upon reading shorthand to enable pupils to read their own shorthand notes as fluently as they read longhand.
5. All tests, in all grades of instruction should always be of the dictated variety.
6. The outlines for all words in a test should be scored either as entirely right or wrong. Give no part credit for an outline.
7. In grading papers, the scores should be based either on the number of rights or the number of wrongs, and the paper should then be graded by one of the approved methods of interpreting scores.
8. Every pupil should be held responsible for his best shorthand penmanship at all times.
9. Pupils should be taught, step by step, the art of transcribing and the rate of transcription should not be less than two-thirds of the copying rate.

VI

THE TEACHER OF SHORTHAND

The Shorthand teacher should :

1. Be as broadly trained as any other teacher in the school.
2. Have a thorough knowledge of the subject.
3. Be able to do the work he requires of the pupils.
4. Be thoroughly trained in methods of teaching shorthand.
5. Be interested and enthusiastic in his subject.
6. Have good health, acute hearing, a clear pleasant voice.
7. Be a good mixer in the community and among his pupils.
8. Be familiar with business conditions and practices.
9. Have some actual business experience as a stenographer.
10. Keep himself up-to-date by taking occasional summer courses and by working in business offices.
11. Be well read.
12. Have a library of worth while professional and general books.

VII

TYPES OF TEACHING METHODS DEFINED

For elementary shorthand the three methods of instruction in general use are :

1. *The rules method*: According to this method the teacher follows a textbook and teaches rules, word-lists, and those sentences which are based only on the vocabulary so far developed in the text. This is one of the older methods and is gradually being superseded by the direct or combined methods. (See section VIII for a more detailed discussion of method.)
2. *The direct method*: This plan of study follows the most approved methods of teaching reading to pupils in the first and second years of the elementary school. Pupils in the shorthand class, therefore, begin by reading simple, easy sentences or paragraphs, written in shorthand. Later, these paragraphs are copied in shorthand and after much drill are written from dictation. In drill periods, the teacher has the class practice upon the characters and words which may have been written incorrectly. A definite number of new words are introduced each day. Graphs of test results reveal whether or not the introduction of new words is too fast or not fast enough. All matter employed in the first two semesters is based on the thousand commonest words of the Horn List. Some teachers do not teach the general principles at all. If they are taught, a hasty summary in shorthand IV is all that is found to be necessary. (See section VIII for a more detailed discussion of methods.)
3. *A combination of the rules and direct method*: Recent text books are attempting a combination of the rules method and the direct method. There is no way to determine by means of argument which of the three plans is most efficient. Only the results of experiments and an open mind in judging results can determine this point.

According to the combined method, the study of rules and word lists should be reduced to a minimum. In shorthand I and II, the main objective should be the learning of the thousand commonest root words on the automatic level. Many rules and exceptions in the text books do not apply to any of the ten thousand commonest words. Introduce the reading and writing of sentences, paragraphs and letters at the earliest possible moment and drill mainly upon them. (See section VIII for a more detailed outline of method.)

4. *Meaning of Inductive and Deductive:* "It is seldom that either the inductive or deductive method is exclusively used in any learning situation. By inductive method is meant that the learner gradually passes through experiences which are so organized as to lead him to an appreciation or a formulation of an abstract idea, concept, rule or definition; by deductive method is meant that the abstract idea is first stated, then interpreted, and many subsidiary facts are derived from it. It is clear that some generalizations must be taken at face value. Deductive learning has its place. In a great majority of instances, especially with children the inductive method is the most productive, since it adheres to the psychological method of going from the unknown by connected steps and of obtaining general principles through a study of particular cases." ("Psychology for Teachers," Benson, et al.) The rules method is deductive; the direct method, inductive.

VIII

METHODS IN TEACHING SHORTHAND

No teacher need ever lack information as to what to do. But many teachers stand in almost constant need of being told how to do. For this reason it is one of the paradoxes of pedagogy that content should have received fuller discussion in state and city courses of study than has methodology. In this course of study we shall, therefore, try to be more informing upon method than are similar discussions.

The story of how to do, however, is long and involved. It is by no means as easy to recite as the statement of what to do. Moreover, too detailed specifications of how to do sometimes do more harm than good. In this connection, one superintendent was heard to say: "On Tuesday morning at 10:40, 2851 pupils in the twenty schools of this county will be answering the question, etc., etc."

Class Organization and Management

Methods are concerned first with class management. A summary of the points of emphasis in class management follows:

1. Success often depends upon the start which the teacher makes. A thorough knowledge of subject matter, ability to perform the skills which the pupils will be called upon to do, and self-confidence are first requisites. No teacher has ever made a conspicuous success who did not feel in himself, "I know the subject and I can teach it."

2. Be early at the place of class meeting, especially the first day.
3. See that the classroom is prepared for the class before the pupils assemble. This injunction applies to the cleanliness, ventilation, heat, furniture, material to be placed upon the blackboard, supplies, textbooks and articles necessary for reference. A failing teacher was changed to a successful one by better advance preparation.
4. Greet pupils pleasantly. In any kind of human relation there is a personal reaction which is potent for either good or ill.
5. The major aim of the first lesson is: The teacher and pupils should become acquainted.

a—The teacher should give the pupils his or her name. It would be best to write the name upon the blackboard. In many cases pupils have attended classes for months without knowing the teacher's name or how to spell it.

b—Get the pupils' names. If a roll is not supplied to the teacher, this can best be done by having the pupils write their names on cards or book receipts. The address, father's name, and home telephone number is also desirable information.

c—Seat pupils according to some definite plan. The plan which is hoary with age and which springs most readily to mind is alphabetical seating. Alphabetical seating has advantages for the teacher. Pupils are in order according to the alphabetical roll; the teacher is better able to memorize the roll, and cliques are usually divided. The disadvantages of alphabetical seating are: The r, s, t, w and y's are always at the back of the room. One or more pupils may have defective sight or hearing.

The ideal seating arrangement provides seats and desks which are adjustable as to height. If this cannot be done, rooms should be equipped with desks and chairs in a variety of heights. Then pupils should be assigned to desks which most nearly fit them. The smallest pupils and desks should be in the front of the room; the largest in the back. An uncomfortable desk places an extra burden of fatigue on pupils; interferes with study, and provokes disciplinary trouble. If the teacher is careless about a seating plan her room will lack a business-like orderliness which should prevail in all commercial classes.

6. The first day should leave the impression that work has begun in earnest.

a—The teacher should make clear to the class by a business-like plan of class organization, by well organized lesson plans, and by getting down to worth while work promptly, that time is valuable and that she expects an energetic, enthusiastic attack upon the work in hand at once.

b—The cardinal objectives of education are:

- (1) Health: In the shorthand class, health is guarded and promoted by insisting at all times upon proper heat,

light, ventilation, and correct habits of posture. Right-posture is secured when:

- (a) Both feet are flat on the floor and about as far apart as they would be when walking.
 - (b) Both elbows rest on the desk near the edge of its top surface.
 - (c) The arms form right angles at the elbows.
 - (d) The eyes are about 14 to 16 inches from the writing line.
 - (e) The shoulders are of even height.
 - (f) The head is erect and not turned either to the right or left.
 - (g) The muscular cushion of the forearms rests on the desk.
 - (h) Other details in the promotion of health are good ventilation and a proper balance of "work-position," with "rest-position." Young people grow rapidly. Their muscles are soft and not fully developed. Much of the restlessness and confusion of the classroom could be avoided by having short, snappy, purposeful drills during which correct posture is required and then allowing a moment of relaxation for rest.
- (2) Worthy home membership: Habits of courtesy, cooperation, consideration and proper standards of discourse aid in attaining this objective.
- (3) Character: This objective means that the teacher honestly faces every classroom problem, makes a worthy attempt to accomplish it with excellence, finish and satisfaction, and that she encourages pupils to set the same standard for themselves.
- (4) Citizenship: The classroom is a small cross section of society. Class and school officers will be elected. In anticipation of such elections the teacher can do much to help the pupils to think of candidates in terms of character and scholarship standards. After elections, the American ideal, not always realized, is to accept the verdict of the majority and to give due consideration to constituted authority. Teaching pupils to respect authority should react to the benefit of the teacher and school.
- (5) Worthy use of leisure: If the teacher comes to class rested and enthusiastic, if he or she is seen at lectures and musicals, if every worthy community activity receives the teacher's patronage, if he or she is known to be a reader of worth while things, pupils will be inspired to emulate her.
- (6) The Fundamentals: Insistence upon correct English, correct spelling, the best handwriting is the duty of all teachers in every kind of work at all times.

- (7) Training for a vocation: The primary aim in learning shorthand is vocational. If the subject is not mastered on an occupational level it is useless. The classroom activities should reproduce the conditions to be found in the business office as nearly as possible. The teacher is office manager and the pupils are clerks who perform a variety of functions.
- (a) Have a secretary and an assistant secretary to keep the rolls, to record test marks and tally homework papers. Pupils should not be permitted to handle the teacher's record book, but they may keep the records on mimeographed rolls. Have a roll slip for each class each day, and at your leisure, post the pupil-secretary's recordings in your roll book. Recording class data first on daily mimeographed roll slips will greatly aid teachers in keeping a creditable roll book.
 - (b) Have a stock clerk and an assistant stock clerk. This clerk should keep a record of supplies on hand, supplies needed, and distribute supplies to the aisle managers (described in (e) below). The teacher should never take his or her time either to distribute or collect papers.
 - (c) Have a pupil and an assistant to regulate the heat, light and ventilation. He may take a greater interest in his job if given a dignified title, such as, "Heating, lighting and ventilating engineer."
 - (d) Have a blackboard manager and an assistant to keep the blackboards cleaned and freshly ruled.
 - (e) Have an aisle manager for each aisle to collect and distribute papers and to enforce cleanliness of desk and floor. The stock clerk should distribute supplies to the aisle manager and collected papers should be delivered by the aisle manager to the secretary.
 - (f) The duty of the assistant is to assist and also to study the functions of his superior. Promote the assistant at the end of the month and discharge the superior with a constructive comment on his work. Also give him a mark for cooperation. In this way the odium of "teacher's pet" may be avoided and many pupils will obtain the benefits which come from holding a position.

7. Control is made easier by:

- a—Securing the respect of the pupils.
- b—Good order with respect to materials and work in the classroom.
- c—Avoiding sarcasm.

- d—Getting pupils to do willingly the things you want done. Pupils will work extremely hard if their tasks are presented properly and drilled upon interestingly. Do not be afraid to explain the “why” of what is asked.
 - e—Controlling the teacher’s voice. If it is rasping, much unrest and confusion will result.
 - f—Substituting some desirable activity for an undesirable one. This avoids “suppressing” the enthusiasm of pupils.
8. The well filled waste basket is a sign of waste and poor classroom management. It shows:
- a—Poor management of paper and supplies. Supplies are one element in the high cost of education. Allow no crumpling of paper. Place the basket beside your desk, require paper to be placed in it in an untorn or unerumpled condition. Just before the pupil deposits it in the basket it takes but a glance on the part of the teacher to determine whether or not the pupil is wasting paper. Wasters may be required for a long time to supply their own paper.
 - b—Check upon the cleanliness of the floor and desk drawers through the aisle manager.
9. The elements which should be found in lesson plans for teaching elementary shorthand are:
- a—Self-reliance exercise: In order to overcome the bad habits of tardiness and to teach the counteracting habit of getting the work started promptly many teachers now make use of “self-reliance work.” For instance, the class in shorthand finds on the board, upon its arrival in the room a brief exercise. Each pupil knows that he is expected to begin upon this exercise as soon as he enters the room, and that ten minutes after the period begins the self-reliance exercise will be marked (usually by an exchange of books) and that the grade received will be recorded.
Advantages to the teacher of self-reliance work: It creates a desirable mental set; it permits daily review; it leads up to the new lesson; it permits time for individual assistance; it develops accuracy and speed; it provides time for the teacher or the teacher’s secretary to take the attendance; it prevents undue disorder and confusion at the beginning of the period.
 - b—Aim: Every lesson should have an aim, and the pupils should understand that aim. When the pupil knows just what the teacher is trying to accomplish he will cooperate by asking more intelligent questions.
 - c—Oral and penmanship drills: Some teachers waste much time upon rules and explanations. The class time is too valuable to waste on talk. Pupils learn by doing. Therefore every new kind of work should be taught first in the form of a reading drill: the class and teacher read in chorus, the class reads in chorus, and finally an individual pupil reads; second, by

combining chorus reading and penmanship drill; third, by writing from the teacher's dictation.

All work upon plate notes, or matter appearing in print, whether word exercises, sentences, paragraphs or articles should be taught in the same manner.

d—Wordsign drills: The steps to be followed in learning and drilling upon each new group of wordsigns are as follows:

- (1) Oral drill. The class names the stroke, (and position in the case of Pitman) and also the words which the stroke represents. This drill is repeated several times.
- (2) Written drill:
 - (a) The pupil writes the outlines in a column down the left-hand side of the paper.
 - (b) He closes the book and writes in longhand the word represented by each outline.
 - (c) He folds the first shorthand column under and writes the shorthand outlines again in a third column alongside of the longhand.
 - (d) He folds the second or shorthand column under and writes in a fourth column the longhand.
 - (e) He continues this process until the wordsigns have been learned.
- (3) Make a wordsign chart. Printed wordsign charts are supplied by the publishers of some systems, but it is more satisfactory to require pupils to construct their own charts and to add to the chart each time a new group of wordsigns is learned. A sample chart for Pitman writers will be found on page 19 cut 1 and for Gregg writers on page 20 cut 2.
- (4) How to make and use a chart.
 - (a) Have pupils use ruled examination paper $8\frac{1}{2}$ by 11 inches in size.
 - (b) Assign the ruling, lettering and numbering to be done as a homework project.
 - (c) Display excellent charts now and then for the stimulation of the weak.
 - (d) Require pupils to add wordsigns to the chart each time they learn new ones.
 - (e) Use the charts for the following drills:
 - i—Reading drill: Have pupils read horizontally, vertically, and diagonally, both up and down.
 - ii—Dictation drill: Dictate from the charts as much as possible. Have pupils fill in the longhand for each outline after you have ceased dictating.

A	1	2	3	4	5	6	7	8	9	10	11	12	B
1	.	˘	˙	˚	˛	˜	˝	˝			—	—	1
2	.	˘	˙	˚	˛	˜	˝	˝	\			/	2
3	/	/	—	—	˘	˙	˚	(()	/	/	3
4	/								/	/	—	—	4
5	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	—	—	5
6	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	6
7	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	7
8	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	8
9	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	9
10	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	10
11	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	11
12	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	12
13	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	13
14	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	14
15	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	15
16	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	16
17	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	17
18	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	18
19	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	19
20	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	20
21	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	21
22	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	22
23	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	23
24	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	24
25	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	25
26	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	26
27	˘	˙	˚	˛	˜	˝	˝	˝	˝	˝	˝	˝	27
C	1	2	3	4	5	6	7	8	9	10	11	12	D

Pitman Wordsign Drill Chart

A	1	2	3	4	5	6	7	8	9	10	B
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10
11											11
12											12
13											13
14											14
15											15
16											16
17											17
18											18
19											19
20											20
21											21
22											22
23											23
24											24
25											25
26											26
27											27
C	1	2	3	4	5	6	7	8	9	10	D

Gregg Brief Form Drill Chart

- iii—Have the pupils compose sentences containing only wordsigns. The sentences thus composed should be used in the next lesson for dictation drill. If the teacher saves the wordsign sentences she will soon have a large accumulation of supplementary dictation matter.
- (f) Dictation: Dictation should begin as early in the first term as possible. Dictate words in sentence groups not as separate, detached words. Keep the rate of dictation up right from the start. If pupils are allowed to lag they will draw instead of write. Never dictate at less than 40 words a minute.
- (g) Tests and diagnosis: A complete discussion of methods of testing diagnostically may be found in Section XVI.
- (h) Reteaching: Dr. Morrison, in the Practice of Teaching in Secondary Schools, gives the formula: (1) Pretest, (2) Teach, (3) Test the Result, (4) Adapt procedures, (5) Teach and test again to the point of actual learning. Reteaching is one of the most important phases of our work. Reteach in class and reteach the slow pupil in conference periods.
- (i) Home assignments in elementary classes:
 - i—Assign homework in accordance with the needs of the pupil. All work assigned should be definite. It is unwise to tell a class to "go as far as you can." Some pupils will do very little under such instructions. Assignments should usually contain only matter which has been gone over in class and is thoroughly understood by the pupil. The teacher must be sure that all pupils thoroughly understand the assignment. It should be a continuation of a drill which has been started in class, and not take the pupil more than one-half to three-quarters of an hour. If a class period of approximately one hour is used, the amount of outside study may be reduced. If an exercise in ordinary print has been assigned from the textbook each word, sentence or letter should be written but once until the homework has been checked in class. The teacher should check closely on the homework until all the strokes have been covered. While checking offer suggestions as to form, size and spacing. The teacher should, at all times, check homework carefully enough to see that the assignment has been properly covered. The checking of homework may often be done

in class. If work is checked outside of class it should be handed back to the pupil at the next class period, and the fact that it has or has not been done noted by the teacher. Three good plans of collection are: (a) The teacher may stand in the doorway at the end of the period and collect homework from pupils as they leave the room. According to this plan, she should request those who do not have homework to wait until their names can be checked. (b) Some teachers have pupils seated alphabetically and carefully drill them in passing papers quickly and in alphabetical order. (c) Have the secretary collect and record homework on mimeographed roll slips.

ii—Collecting homework at the door makes failure to hand it in annoying and helps to build up the habit of punctuality.

iii—Marking homework: The teacher should check the homework by going over the assignment rapidly in order to show pupils just what they should have done and how they should have done it. It is well occasionally to sort homework papers into four piles, one pile for excellent papers, one for good papers, one for fair papers, and one for rejected papers. Record the mark from each paper in the three smaller piles. It is unnecessary to handle the papers in the largest pile because pupils, beside whose name no mark appears, after the marks from papers in the three smaller piles have been recorded, have a paper in the largest pile.

iv—Papers that have been corrected should always be returned to pupils with the teacher's comment noted. Such a practice has a fine effect on the class. It is necessary to make sure that pupils will not hand in a paper again, this deception can easily be prevented by punching one hole in each E paper, two holes in each G paper, three holes in each F paper, and four holes in each rejected paper. The lower left-hand corner is the best place to punch papers. If the teacher has a standard place on the paper to punch holes, previous punches are at once obvious.

v—Some teachers require homework papers to be of a standard excellence. In that case quantity would be the factor upon which marks are based. One credit can, in that case, be given for each page, of standard size, properly writ-

ten. It is obvious that all of these elements will not be in all plans. Also teachers should not spend more than ten to fifteen minutes on any one phase. If an individual pupil has a difficulty which can not be cleared up in a moment, pass on to the next element in the plan, leaving the solution of an individual's difficulty to a time when it can be discussed with him alone.

10. The objectives in teaching elementary shorthand are:

Objectives	How To Achieve Them
(1) To learn the outlines of the fifteen hundred commonest words so thoroughly that their recall during dictation is automatic.	(1a) Use the textbook for reference only. (1b) Omit from word exercises all but the commonest words. (1c) Teach only those principles which are a necessary knowledge in order to understand the outline structure of the commonest words. Do not waste time explaining. Do a maximum of drilling and dictating. (1d) Drill much upon penmanship but penmanship drills should be based on forms as they will ultimately be written. Pitman writers should omit the writing of vowels right from the start.
(2) To develop the ability to read and write the outlines of the fifteen hundred commonest words fluently.	(2a) Drill upon the reading of word exercises, sentences, and paragraphs until the reading is almost as fluent and rapid as is longhand reading. (2b) Everything written should be written from dictation. (2c) Everything written should be read back. (2d) Check the written work faithfully for form and legibility.
(3) To make sure that pupils know how to spell the fifteen hundred commonest words.	(3a) Have each individual pupil check his transcriptions for spelling and drill upon the correct spelling of incorrectly spelled words.
(4) To make sure that pupils know how to punctuate simple sentence forms.	(4a) Have each pupil check his punctuation and drill on the correction of errors.
(5) To improve the pupil's ability to hear and interpret the sound stream.	(5a) Check on comprehension by asking the meaning of dictated letters or paragraphs. Also have paragraphs read back with meaning.

11. Correlated Typewriting Skills of the First Year. A complete discussion of all phases of typewriting instruction will be found in the typewriting course of study. For the purposes of cor-

relation, the typewriting skills which a pupil should acquire in the elementary typewriting class are suggested.

- a. The pupil should have a thorough knowledge of an approved keyboard technique.
- b. He should have a high degree of manipulative skill.
- c. He should have speed in typing.

- (1) on straight copy
- (2) matter involving special punctuation
- (3) matter involving indentations
- (4) matter involving simpler tabulations
- (5) matter to be arranged
- (6) matter to be punctuated and arranged
- (7) matter involving corrections of faulty :
 - (a) spelling
 - (b) punctuation
 - (c) English
 - (d) form
- (8) copying rough draft
- (9) copying and rearranging rough draft

12. Objectives in teaching shorthand to advanced classes.

Objectives	How to achieve them
(1) To learn the outlines of the words in the second and third thousand group so well that their recall during dictation is immediate.	(1-a) Use carefully graded material for dictation. (1-b) Write once in shorthand any material assigned from the textbook which is in print. (1-c) Carefully check all outlines in notes which were written from print. (1-d) Give much drill in reading printed shorthand. The pupil should be as accurate and fluent in reading shorthand as he is in reading from print. (1-e) Give much drill in the reading of the pupil's own notes. He should be almost as rapid and accurate in reading his own notes as he is in reading from print.
(2) To learn the outlines of the words in the fourth and fifth thousand group on a conscious recall level.	(2-a) See 1-a (2-b) See 1-b (2-c) See 1-c (2-d) See 1-d (2-e) See 1-e
(3) To learn the principles so thoroughly that the outlines for words of uncommon frequency may be quickly constructed.	(3-a) Drill on the uncommon words in each letter or article to be dictated. (3-b) See 1-b (3-c) See 1-c (3-d) See 1-d (3-e) See 1-e
(4) To train the pupil to read printed shorthand fluently.	(4-a) See 1-d
(5) To train the pupil to read his own notes fluently.	(5-a) See 1-d (5-b) See 1-c

Objectives

How to achieve them

- | | |
|---|---|
| <p>(6) To develop the ability in 12-A to take dictation at the minimum rate of 75 words per minute if:</p> <p>1—The syllable intensity is not more than 1.33;</p> <p>2—The sentence length averages not more than 17 words;</p> <p>3—The vocabulary is approximately 80% from the thousand commonest words and 10% from the second thousand commonest words.</p> | <p>(6-a) Give much dictation drill on matter graded according to the difficulty factors listed under objective 6. (See method of conducting dictation drills, Section XIV, paragraph 6, page 70.</p> |
| <p>(7) To develop the ability in 12-B to take dictation at the minimum rate of 90 words per minute, if:</p> <p>1—The syllable intensity is not more than 1.44;</p> <p>2—The sentence length averages not more than 20 words;</p> <p>3—The vocabulary is approximately 80 per cent from the thousand commonest words and 10 per cent from the second thousand commonest words.</p> | <p>(7-a) Give much dictation drill on matter graded according to the difficulty factors listed under objective 7. (See method of conducting dictation drills, Section XIV, paragraph 6, page 70.</p> |
| <p>(8) To develop a high degree of word carrying ability.</p> | <p>(8-a) Teach pupils how to concentrate and give them drills which are designed to develop word carrying power. (See Section XIV, par. 9, page 71).</p> |
| <p>(9) To develop an artistic sense in the matter of the style and arrangement of the typed copy.</p> | <p>(9-a) Discuss style in the arrangement of the typed copy. Some dictation textbooks contain style studies. Most Business English and typewriting textbooks contain such studies. Many large business concerns issue booklets or mimeographed instructions to their correspondence departments. In these booklets are instructions to stenographers and dictators and also facsimile illustrations of typed letters in the style which the management prefers. These studies are usually up-to-the-minute and reflect local custom or taste.</p> |
| <p>(10) To extend vocabulary control.</p> | <p>(10-a) Discuss the spelling of each doubtful word in everything which has been dictated.</p> <p>(10-b) Discuss homonyms, synonyms and words frequently confused which may occur in or be suggested by the letter under discussion. Make sure that the pupil understands the shades of difference in spelling, meaning and outline.</p> |

Objectives	How to achieve them
	(10-c) Drill upon the detection of errors in spelling, punctuation, grammar or meaning. This drill is best accomplished through proof-reading and discussing letters which the pupil has transcribed.
(11) To teach the rules of punctuation which the pupil may not already know and which he should know in order to produce an accurate transcription.	(11-a) Discuss the punctuation of letters dictated for transcription and check the correct punctuation of letters which have been transcribed by having pupils proof-read with the teacher's assistance everything they typewrite. (11-b) See 10-c.
(12) To teach pupils how to transcribe rapidly and accurately.	(12-a) Drill upon transcription from printed shorthand. With regard to each letter or article which is transcribed discuss before allowing pupils to type-write: <ol style="list-style-type: none"> (1) Arrangement and style desired; (2) Spelling of the difficult words which occur in the letter. (3) How the letter should be punctuated. (4) Have the letter read several times in order to gain fluency in transcribing.
	(12-b) Drill upon transcribing the pupil's own notes. <ol style="list-style-type: none"> (1) Make sure of the correctness of outlines. (2) Discuss style and arrangement. (3) Have doubtful words spelled. (4) Discuss the punctuation. (5) Have the notes read over several times in order to gain speed in reading.
	(12-c) Check the finished copy: <ol style="list-style-type: none"> (1) Proof-read before removing from the machine. (2) While proof-reading beware of common mistakes. The commonest mistakes are suggested by the word IDEAS as shown below: <ul style="list-style-type: none"> I—Interrogation point omitted. D—Division of word incorrect. E—Note of enclosure omitted. A—Apostrophe omitted. S—Spelling incorrect.

IX

LESSON PLANNING FOR ELEMENTARY CLASSES IN BENN
PITMAN SHORTHAND

In order that lesson planning may not become repressive, it should be a teacher activity. These plans are merely submitted as samples. Teachers should study them and probably try them out just as they are, but each teacher should have a plan book in which she writes out plans for each day's work, about a week in advance. The plan book is valuable not only to the teacher, but to the principal in case he is compelled to call in a substitute for a day or longer period.

The teachers, in schools which employ several, should constitute a group for the purpose of making lesson plans. All who are teaching the same grade of work should follow the same plans and teachers of advanced classes should sit with the elementary teacher when she is making out her plans. Only in this way can all the teachers see the whole problem of training young people to be good stenographers.

Proper coordination of content, of testing, of scoring, of aims, and outcomes demands the best thought of all the shorthand teachers in the school.

1. Twenty-five Daily Plans Based on "The New Pitman Phonography"

Lesson 1

Give a reading test.

Aim: To learn the meaning of consonants and vowels and the different kinds of vowel and consonant sounds in the English language.

Discuss pages 7, 8, 9, and 10.*

Show the pupils how to write phonetically: paw, boy, ate, aid, each, joy, gay, rue, off, view, thy, us, she, oil, low, err, woe, mew, and nigh.

Assignment: Memorize paragraph i, page 9, and write the following words phonetically in longhand: Paw, pay, pa, be, boy, bow, bough, ape, oat, ought, at, awed, tea, toy, too, aid, owed, die, dough, dew, each, etch, edge, jaw, Jay, ache, key, egg, gay, rye, ray, rue, he, hay, how, off, foe, eve, vie, view, oath, thaw, thy, though, ice, us, sea, sigh, so, ease, eyes, as, use, she, show, eel, all, oil, law, lay, low, yea, oar, air, our, way, woe, am, my, mow, mow, in, own, gnaw, nigh, no, new.

Lesson 2

Self-reliance work: Write the following words phonetically in longhand:

Pie, Poe, Abe, by, bay, up, it, ate, tie, two, add, do, chew, edge, joy, oak, eow, go, row, high, if, fee, eve, vow, youth, they, aee, see, saw, say, owes, ash, shoe, ail, lie, you, we, weigh, aim, me, may, imp, knee, nay, know,

Aim: To learn the straight strokes.

Discuss paragraphs 1 and 2, page 12.

Oral drill on the straight strokes, page 11. In the oral drill stress the shaded strokes when they are named.

Practice writing the straight strokes from the teacher's dictation. Vary the order of the dictation.

*All pages in lesson plans refer to the elementary text.

Have the pupils write p-one for each of the following: pē, pī, pāw, pō, pī, pōī; b-one for bē, bī, bāw, bō, bī, bōī; t-one for tē, tī, tāw, tō, tī, tōī; d-one for dē, dī, dāw, dō, dī, dōī; chay-one for chē, chī, chāw, chō, chī, chōī; j-one for jē, jī, jāw, jō, jī, jōī; k-one for kē, kī, kāw, kō, kī, kōī; gay-one for gē, gī, gāw, gō, gī, gōī; ray-one for rē, rī, rāw, rō, rī, rōī; hay-one for hē, hī, hāw, hō, hī, hōī.

Assignment: Practice writing and naming the straight strokes. Do not write the same stroke over and over, but vary the order.

Lesson 3

Self-reliance work: Write the straight strokes three times. Write the following words in shorthand, (without vowels): Ape, paw, pie, pay, Poe, pa, ebb, by, boy, bay, bow, beau, bough, eat, ate, tea, tie, toy, awed, odd, aid, owed, add, die, day, dough.

Aim: To learn the symbols for the first place vowels and how to write them. Read and discuss paragraphs 3, 4, 5, 6, page 12.

Practice the penmanship drill on page 13.

Dictate the straight strokes several times in irregular order.

Assignment: Practice the straight strokes and the penmanship drill, page 13.

Lesson 4

Self-reliance work: Write the penmanship drill. As you write it, write in longhand any word which a shorthand form spells.

Aim: To learn to write word exercises.

Practice Exercises 1 and 2.

Dictate straight strokes.

Dictate penmanship drills.

Assignment: Practice straight strokes, penmanship drills and Exercises 1 and 2.

Lesson 5

Self-reliance work: Write the longhand and shortland of Exercises 1 and 2.

Aim: To teach the first group of wordsigns.

Discuss paragraphs 7 and 8.

Practice writing the wordsigns from the teacher's dictation. Vary the order.

Make a wordsign chart and enter the first group of wordsigns. (See sample)

Dictate Exercises 1 and 2.

Assignment: Practice strokes, penmanship drills, Exercises 1 and 2 and wordsigns.

Lesson 6

Self-reliance work: Write the wordsigns each three times. Write five sentences in shorthand. Make up the sentences from the wordsigns and Exercises 1 and 2.

Aim: To teach the writing of sentences from dictation.

Discuss paragraph 8.

Teach Exercise 3, as follows: Teacher reads—sentence 1—Gay-one, give; ray-one, Roy; dot-one, (or tick on Roy), the; t-one, toy; dot-one (or tick), the; d-one dollar. Read again with the class helping. Then dictate several times. Teach the other sentences in the same way.

Assignment: Practice the wordsigns and Exercise 3.

Lesson 7

Aim: To test and review.

Give test one (provided by the Division of Commercial Education).

Review the wordsigns and sentences.

Assignment: Curved strokes, page 15, to be written several times. Do not write the same form over and over. Write them all and repeat several times, varying the order.

Lesson 8

Self-reliance work: Make up a penmanship drill similar to the one on page 13, but use the curved strokes on page 15 instead of the straight ones. Write in longhand any word which a form spells. Example: if, off, fee, fie, eve, etc.

Aim: To learn the first group of curved strokes.

Dictate the curved strokes on page 15 several times varying the order. When dictating, stress the name of shaded strokes.

Discuss paragraphs 9 and 10.

Practice the penmanship drill on page 16.

Dictate Exercise 3.

Assignment: Practice the penmanship drills in paragraphs 6 and 10.

Lesson 9

Self-reliance work: Write the penmanship drill on page 16. As you write it, write in longhand any word which a form spells. Example: (fifth one) ace, (ninth) Fay, (twelfth) they, etc.

Read and dictate Exercise 4, as follows: Teacher: s-a-2=say, f-o-2=foe, o-th-2=oath, s-o-2=so, u-s-2=us, th-a-2=they. Read twice again. Require the class to read with you. Dictate the line several times. Do not require that the dots and dashes be written.

Proceed in this manner with each line.

Read and dictate Exercise 5, as follows: egg=e-gay-2, go=gay-o-2, pay=p-a-2, etc. After reading the first line thus, require the class to read with you twice. Dictate several times.

Practice the wordsigns on page 17.

Assignment: Practice exercise 4 and 5, and fill in the wordsigns, page 17, on the chart.

Lesson 10

Self-reliance work: Practice the wordsigns page 17, and write five sentences in shorthand. Use the wordsigns and other words previously learned.

Aim: To learn to write sentences built of words, the outlines for which contain curved consonants.

Discuss paragraphs 11 and 12.

Read and dictate sentences in Exercise 6, as follows: Teacher: J-o-2=Joe, tick J-one=ought: tick-p-2=to, d-2=do, t-2=it, tick-b-one=all, tick-d-2=before, the-2=they, k-2=come. Have the pupils join in similar reading the second and third time, then dictate the sentence several times.

Teach each sentence in the same way. (See key, if in doubt about an outline).

Assignment: Practice writing Exercise 6.

Lesson 11

Self-reliance work: Write Exercise 6. Check the self-reliance work by reading Exercise 6.

Aim: To practice writing sentences from dictation.

Read and dictate Exercise 7. Teacher reads first indicating the strokes, vowels, and position. The class reads with her the second time and third time.

Dictate each sentence after it has been thus read several times. After each sentence has been dictated for the first time, send a pupil to the board to write it. Criticise the writing and correct it.

Assignment: Write Exercise 7 several times.

Lesson 12

Aim: To test and review.

Give Test Two (provided by the Division of Commercial Education).

Review previous lessons.

Assignment: Practice each odd numbered sentence in Exercises 6 and 7.

Lesson 13

Self-reliance work: Write three times the evenly numbered sentences in Exercise 7.

Aim: To learn the second group of curved strokes, page 20.

Dictate the odd numbered sentences in Exercise 7.

Discuss paragraph 13.

Practice writing the curved strokes, page 20.

Assignment: Using the curved strokes on page 20, make up penmanship drills like the one on pages 13 and 16.

Lesson 14

Self-reliance work: Write in longhand the words made by the forms in the penmanship drills you made up for homework.

Aim: To learn the third place vowels.

Discuss paragraph 14.

Practice the strokes on page 20. When dictating them stress the shaded strokes.

Practice the penmanship drill on page 21.

Assignment: Write the penmanship drills on pages 13, 16, and 21.

Lesson 15

Self-reliance work: Write the penmanship drill on page 21. Write in longhand the words which any form in the penmanship drill spells.

Aim: To learn to construct outlines for words involving the curved consonants. Practice Exercise 8. Teacher reads each line once as follows: m-ah-3=ma, m-oo-3=moo, ow-lay-3=owl, ow-er-3=our, m-u-3=mew, p-ah-3=pa. Have the class read with you the second and third time you read. Then dictate the line several times.

Teach each succeeding line in the same way.

Assignment: Write Exercise 8 three times and Exercise 9 once in shortland.

Lesson 16

Self-reliance work: Write the sentences in Exercise 7.

Aim: To learn to originate outlines.

Read and dictate Exercise 9. Teacher reads each word three times, indicating strokes and position. The class reads with her the second and third time. After a line has been read, the teacher dictates several times.

Practice wordsigns on page 22 and also all previously taught wordsigns.

Assignment: Practice Exercise 9, add the wordsigns on page 22 to the chart and practice writing them.

Lesson 17

Self-reliance work: Write all previously learned wordsigns twice. Construct five sentences using in them only wordsigns if possible.

Aim: To learn the wordsigns of the third chapter.

Dictate all wordsigns so far learned, and also the sentences constructed by the pupils. After a sentence has been dictated for the first time, have a pupil write it on the board for correction and criticism.

Read and dictate Exercise 10, sentences 1 to 6. Follow the method outlined in Lesson 6.

Read sentences 7 to 12.

Assignment: Practice wordsigns and sentences 1 to 12 in Exercise 10.

Lesson 18

Self-reliance work: Write the sentences 1 to 12 in Exercise 10 each once.

Aim: To learn to write sentences from dictation.

Dictate the sentences in Exercise 10 several times.

Assignment: Write the sentences in Exercise 10 twice, write sentences 1 to 6 in Exercise 11 once.

Lesson 19

Self-reliance work: Write the sentences in Exercise 10 twice.

Aim: To learn to write from dictation.

Dictate the sentences three times.

Read and write sentences 1 to 6, Exercise 11. Follow method outlined in Lesson 6.

Assignment: Practice the sentences in Exercise 11, 1 to 6, and write sentences 7 to 12 once.

Lesson 20

Self-reliance work: Write the sentences in Exercise 11 twice.

Aim: To learn to write from dictation.

Review all wordsigns learned up to this point.

Assignment: Practice the sentences in Exercises 10 and 11.

Lesson 21

Aim: To test and learn the theory of phrasing.

Use Test Three (provided by the Division of Commercial Education).

Read and discuss paragraphs 15 to 20.

Read Exercise 12.

Assignment: Write Exercise 12 several times.

Lesson 22

Self-reliance work: Write the odd numbered sentences in Exercises 10 and 11 twice.

Aim: To learn the rules for phrasing.

Note to teacher: No two people phrase exactly alike. The same person will sometimes not phrase the same way on different occasions. Therefore, do not hold pupils too rigidly to one thing.

Read and write the phrases in Exercises 12 and 13.

Read Exercise 14

Assignment: Write Exercise 14 twice.

Lesson 23

Self-reliance work: Write in shorthand: The, a-an, and; of, to; all, two; or, but; already, before, owe; he-him; ought, who-whom; on, should; you; up, hope-happy, party; by, be, to-be; time, it, at-out; dollar, day-do, had-advertise; each, which, much; joy, advantage, large; common, come; give-given, together, ago; are; if-off, for, half; ever, have, however; think, thank-thousand; was; wish, shall, issue; usual-ly; will, whole; your; hear-here-year, her; way, away; me-my, am; important-ce, improve-dment-may-be; in, own; thing-long, young, language; new; now; I.

Aim: To learn to write from dictation.

Read and dictate the sentences in Exercise 14. Follow the method outlined in Lesson 6. (See Key to Part I)

Assignment: Write in shorthand the above sentences five times each.

Lesson 24

Self-reliance work: Write sentences 1 to 9 of Exercise 14, each three times.

Aim: To learn to write from dictation.

Read and dictate the sentences in Exercise 14. Follow method outlined in Lesson 6. (See Key to Part I)

Assignment: Write in shorthand the above sentences each five times.

Lesson 25

Aim: To test and review.

Give Test Four, compiled by the Division of Commercial Education.

Review phrases and Exercise 14.

Assignment: Write Exercise 14 three times.

2. Time Allotment for Teaching From "New Pitman Phonography"

Shorthand I

*Date Lesson

- 1 Discussion and study of preliminary sections on Phonography.
- 2 Paragraphs 1, 2.
- 3 Penmanship Drill and drill on strokes.
- 4 Exercises 1, 2.
- 5 Paragraph 7, Exercises 1, 2.
- 6 Paragraph 8, Exercise 3.
- 7 Test.
- 8 Paragraph 10, Exercise 3.
- 9 Exercise 4.
- 10 Review Wordsigns, Exercises 3, 4.
- 11 Paragraphs 11, 12, Exercise 6.
- 12 Exercise 6, 7.
- 13 Review all previous lessons
- 14 Exercise 7, Sentences 7-12.
- 15 Exercise 7, review.
- 16 Paragraph 14.
- 17 Exercise 8.
- 18 Exercise 9.
- 19 Review wordsigns and Ex. 10.
- 20 Exercise 10, first half.
- 21 Exercise 10, second half.
- 22 Exercise 11.
- 23 Review and test.
- 24 Exercise 12.
- 25 Exercise 13.
- 26 Exercise 14, first third.
- 27 Exercise 14, second third.
- 28 Exercise 14, last third.
- 29 Review and test.
- 30 Exercises 15, 16.
- 31 Exercise 17-1.
- 32 Exercise 17-2.
- 33 Exercise 18.
- 34 Exercise 19.
- 35 Exercise 18 and word-sign sentences.
- 36 Exercise 20.
- 37 Exercise 21.
- 38 Letters 1, 2.
- 39 Test.
- 40 Exercises 22, 23.
- 41 Exercises 24, 25.

*Date Lesson

- 42 Exercise 26.
- 43 Exercises 27, 28.
- 44 Exercise 28.
- 45 Exercise 29 and Letter 3.
- 46 Exercise 29.
- 47 Letters 3, 4.
- 48 Test.
- 49 Letters 3, 4, Exercise 32.
- 50 Exercise 33.
- 51 Exercises 33, 34, 35.
- 52 Exercise 36.
- 53 Exercise 37.
- 54 Letters 5, 6.
- 55 Test.
- 56 Exercises 38, 39, 40.
- 57 Exercise 41.
- 58 Exercise 42.
- 59 Exercise 43.
- 60 Exercise 44; review of wordsigns.
- 61 Letter 7.
- 62 Review and test.
- 63 Letter 8.
- 64 Letters 9, 10.
- 65 Letter 10.
- 66 Exercise 53.
- 67 Exercise 54, Letter 11.
- 68 Letter 12.
- 69 Exercises 57, 58.
- 70 Exercises 59, 60.
- 71 Exercises 60, 61.
- 72 Exercise 61, Letters 13, 14.
- 73 Test.
- 74 Exercise 64.
- 75 Exercises 65-66.
- 76 Exercise 66, Letters 13, 14.
- 77 Exercise 67.
- 78 Exercises 68, 69.
- 79 Exercise 70.
- 80 Exercises 71, 72.
- 81 Letters 15, 16.
- 82 Letters 17, 18.
- 83 Review and test.
- 84 Exercise 75.
- 85 Exercises 76, 77.
- 86 Exercises 78, 79.
- 87 Exercise 80.
- 88 Exercise 81.
- 89 Letters 19, 20.
- 90 Letter 21.
- 91 Letters 22, 23, 24.

* Insert the date for the current term.

3. Time Allotment for Teachers From "New Pitman Phonography"

Shorthand II

*Date Lesson

- 1 Read Par. 107 to 111; Penmanship Drill, page 88; Ex. 84.
- 2 Par. 112 to 114; Ex. 85.
- 3 Ex. 88; compound words.
- 4 Ex. 87 and 88.
- 5 Letters 25 and 26.
- 6 Letters 27 and 28.
- 7 TEST 11.
- 8 Par. 115, 116; Ex. 91 and 92, parts 1, 2, 3, 4; Par. 117 to 119; Ex. 91 and 92, parts 5, 6, 7.
- 9 Par. 120 to 122; Review Ex. 91 and 92.
- 10 Contractions and special forms; Ex. 93.
- 11 Ex. 94; Letters 29 and 30.
- 12 Letters 31 and 32.
- 13 TEST 12.
- 14 Par. 123 to 127; Ex. 97.
- 15 Ex. 98; contracted words.
- 16 Ex. 99.
- 17 Ex. 100.
- 18 Letters 33 and 34.
- 19 Letters 35 and 36.
- 20 Letters 37 and 38.
- 21 TEST 13.
- 22 Par. 128 and 129; Ex. 103 and 104.
- 23 Par. 130 to 132; Ex. 105, 106.
- 24 Contractions, page 111.
- 25 Ex. 107 and 108.
- 26 Letters 39 and 40.
- 27 Letters 41 and 42.
- 28 Letter 43.
- 29 TEST 14.
- 30 Par. 133 to 136; Ex. 111.
- 31 Ex. 112; Par. 137 and 138; Illustration.
- 32 Par. 139, Ex. 113 and contractions.
- 33 Ex. 114.
- 34 Ex. 115.
- 35 Letters 44, 45 and 46.
- 36 Letters 47 and 48.
- 37 Letter 49.

*Date Lesson

- 38 TEST 15.
- 39 Par. 140 and 141; Ex. 118 and 119.
- 40 Illustration and Ex. 120.
- 41 Contractions and Ex. 121.
- 42 Ex. 122.
- 43 Letters 50 and 51.
- 44 Letters 52 and 53.
- 45 Letters 54 and 55.
- 46 TEST 16.
- 47 Par. 143, Ex. 125; Par. 144, Ex. 127.
- 48 Contractions and Ex. 127.
- 49 Ex. 128.
- 50 Letters 56 and 57.
- 51 Letters 58 and 59.
- 52 Letters 60 and 61.
- 53 TEST 17.
- 54 Par. 145 to 150; Ex. 131.
- 55 Ex. 132.
- 56 Contractions and Ex. 133.
- 57 Ex. 134.
- 58 Letter 62.
- 59 Letters 63 and 64.
- 60 Letters 65 and 66.
- 61 Letters 67 and 68.
- 62 TEST 18.
- 63 Par. 152 to 156; Ex. 137 and 138.
- 64 Contractions and Ex. 139.
- 65 Ex. 140.
- 66 Letters 69 and 70.
- 67 Letters 71 and 72.
- 68 Letters 73 and 74.
- 69 Letters 75 and 76.
- 70 TEST 19.
- 71 Par. 158 and 159; Ex. 143 and 144.
- 72 Intersections.
- 73 Letters 77 and 78.
- 74 Letters 79 and 80.
- 75 Letters 81 and 82.
- 76 Letters 83, 84, and 85.
- 77 Letter 86 and 87.
- 78 TEST 20.

*Insert the date for the current term.

X

LESSON PLANNING FOR ELEMENTARY CLASSES IN GREGG SHORTHAND

Chapter I, Paragraphs 1-6

Lesson 1

Aim: Organization of class. Review of Phonetics. Presentation of forward characters and Th, I, He, as character and brief forms.

1. Organization:
 - a. Introduction of teacher.
 - b. Giving out of books and receipts.
 - c. Seat pupils alphabetically after the receipts have been collected.
 - d. Explain self-reliant exercises.
2. Discussion of phonetics.
 - a. Vowels, consonants, and their sounds.
 - b. Actual sounds of a number of words. Pupils should understand that shorthand is written by sound.
3. Presentation of forward characters as sounds, and brief forms:
 - a. Oral drill upon them.
 - b. Penmanship drill.
Select about ten of these for the first lesson.
 - c. Phrasing as brief forms.
(a) Practice a few simple phrases. Punctuation.
4. Assignment:
 - a. Give ten words to be written phonetically.
 - b. Practice each forward character five times; then all of them in a row, three times.
 - c. Sentence drill page 2 to be read, and practiced five times.

Paragraphs 7-13

Lesson 2

Aim: To review phonetics and forward characters. Learn the *a* and *e* groups of vowels and how they are written.

1. Self-reliant exercise: Write the groups of forward characters, some phrases from the sentence drill and the punctuation marks. Check this exercise.
2. Review and new work:
 - a. The forward characters. Write them and have the class read them back.
 - b. Teach the sounds of the *a* and *e* groups. Give as memory aids, the sentences containing these vowel sounds.
 - c. Explain right and left motions.
 - d. Tell how circles are joined to single curves and straight lines; give illustrations and show by demonstration.
 - e. Penmanship drill. Fast dictation:
 - f. Paragraph 13 read in class.
3. Assignment:
 - a. Words on page 5 to be written in groups of 5, shorthand outlines only, then further drill reading own outlines. Minimum 15 minutes. Write the outlines on page 5, to be practiced three times each; the whole group once with the shorthand covered, and once again making corrections. Proceed with definite instructions about reading for thought and facility in recognition. Paragraph 13 to be written three times.
 - b. Collect homework. (Some teachers favor having the homework passed to the front of the room after it has been checked. Usually this checking is done near the beginning of the period. Others have a secretary to collect and record homework as soon as it has been checked. Still others collect homework at the door as the pupils pass from the room.)

Paragraphs 14-22

Lesson 3

Aim: To review vowels and their joinings, and to teach circles between strokes and consonant combinations.

1. Self-reliant exercise: Ten longhand words to be written in shorthand. Ten shorthand words to be written in longhand. Check this work.
2. Drill on circles joined to single curved strokes and straight lines.
3. Presentation of circles between strokes and the consonant combinations:
 - a. Present circles between strokes. Have class practice some of the possible combinations, choosing only those found in words, preferably words of frequent recurrence.
 - b. Present the consonant combinations by writing them on the board, pointing out the proper manner of writing them, and having the class read a number from the board. Then have them written from dictation.
 - c. Show how consonants are joined and have a penmanship drill on joined strokes.
4. Assignment: To be practiced same as Lesson 2.

Paragraphs 23-25

Lesson 4

Aim: To review, to teach brief forms.

1. Self-reliant exercise: All the words in Horn's list that come under paragraphs 1-13, to be written in shorthand. Correct papers, and copy list, longhand and shorthand, into special notebook.
2. Dictate words from homework, under each rule; have each pupil read back three words stating the shorthand characters used.
3. Teach brief forms on Page 10.
 - a. Have them written from dictation and read from the board.
4. Assignment: Brief Forms to be practiced. Page 11 to be written three times, after prior reading.

Paragraphs 26-28

Lesson 5

Aim: To review brief forms, teach blended consonants.

1. Self-reliant exercise: Words in Horn List (first 500 words) covered by paragraphs 14-24.
2. Dictate words in previous day's homework. Sentence form.
3. Have class read the sentences together.
4. Dictate page 11, and have individual pupils read each sentence.
5. Blended consonants. T-D if blended into one long stroke make the syllable det, ted, ded. Show by words, where these usually occur. Call this the "ted-ded" blend.
6. Have the class practice some of the words from dictation with books open.
7. Assignment: Words on pages 12-14 down to paragraph 29 to be written in the usual way.

Paragraphs 29-32

Lesson 6

Aim: To review, teach brief forms, and general phrasing principles.

1. Self-reliant exercise: Words in special notebook to be written three times each.
2. Explain the principles underlying the words in paragraph 29. Practice as many of them as possible.
3. Explain and illustrate the general phrasing principles. Practice the illustrations at the board, from dictation three times. Close books.
4. Have individual pupils read each sentence in the Reading Exercise and then have the exercise read again by the whole class.
5. Dictate words which pupils have written in a special notebook.
6. Assignment: Paragraph 32 to be written three times. Paragraph 33 to be written once. Last ten words in special notebook to be written three times.

Paragraph 33

Lesson 7

Aim: Dictation of reading exercise, correction of writing exercise and practice of short phrases as penmanship drill.

1. Self-reliant exercise: Ten more words from Horn List taught according to principles in the first three units.
2. Dictation of reading exercise. Have the exercise read back. Practice any difficult words in it. Dictate it again, a little faster and have it read back by the whole class.
3. Dictate writing exercise. Put each sentence on the board. Have the class correct the copy which was written from dictation. Then dictate it once again, and have it read by individual pupils.
4. Penmanship drill on the following phrases, and combinations of strokes I-will, you-will, he-will, I-am, you-are, he-is, I-can, you-can, he-can, I-can-not, at-the, is-the, to-you.
5. Assignment: Writing exercise paragraph 33 to be written three times. Review of words in special notebook and review of all paragraphs to page 17.

Lesson 8

A dictated test on Chapter 1, and Progressive Exercises 1, 2, 3.

Speed Study I, Paragraphs 1-8

Lesson 9

Aim: To correct error of execution. Point out proportion of vowels and consonants. Show joining of vowels to consonants.

1. Drill on Paragraph 1.
2. Drill on Paragraph 2.
3. Drill on Paragraph 3 showing start of circle. Show finish of circle.
4. Drill on Paragraph 4. Practice as Paragraph 3.
5. Dictate Paragraphs 5, 6, 7, 8, showing position and joining.
6. Assignment: Practice drill words, Paragraph 3-8 in groups of five.

Speed Study, I, Paragraphs 9-12

Lesson 10

Aim: To correct errors of execution in blended consonants and circle joinings.

1. Self-reliant exercise: Ten more words from Horn List.
2. Drill on proportion of blended consonants.
3. Dictate review drill on paragraph 10 and have one pupil at board. Correct outlines by exchanging papers and discuss corrections.
4. Discuss phrase writing and show the slurring of angles in rapid writing.
5. Discuss the methods of learning brief forms: illustrate by board work.
6. Assignment: Practice words and phrase drills covered by Chapters 9-12.

Speed Study I, Paragraph 13

Lesson 11

Aim: To grasp the meaning of a group of words instead of reading word by word.

1. Self-reliant exercise: Select and write phrases in Paragraph 13.
2. Have each pupil read one sentence.
3. Have class read entire exercise.
4. Assignment: Write paragraph 13 three times.

Speed Study I, Paragraph 14

Lesson 12

Aim: To have pupils write from dictated sound instead of copying from printed words.

1. Self-reliant exercise: Write the brief forms in Exercise 14.

2. Dictate sentences to class. Have one sentence at a time put on board and outlines corrected by criticism of class. Have class correct own work.
3. Assignment: Paragraph 14 to be written three times.

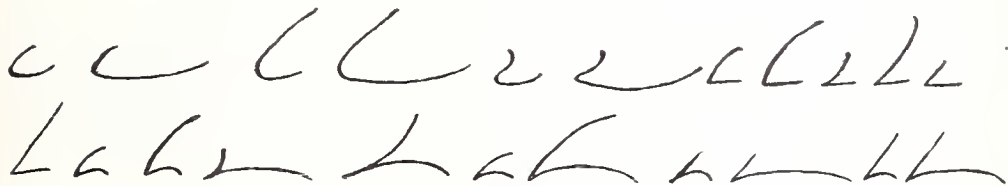
Manual, Chapter II, Paragraphs 34-50

Lesson 13

Aim: To teach downward characters.



1. Self-reliant exercise: Write the sentences in Paragraph 14 of Speed Studies.
2. Show how the downward characters are taken from this figure, pointing out their relative size. Put the characters on the board in order, writing the brief forms under them. Have the class read them thus p-put, b-by, etc. Erase the brief forms: point to the characters and have different pupils read them.
3. Review, and new work:
 - a. Have the class practice these signs from dictation, using the examples on the blackboard as copy.
 - b. Penmanship drill for proportion and slant. Show joinings with all other consonants.
 - c. Practice these combinations with vowels between.



4. Assignment: Each word in paragraphs 34-40 to be practiced. The teacher should write five sentences using at least 20 of these words and have pupils write the sentences five times each.

Paragraphs 41-45

Lesson 14

Aim: To teach brief forms, business abbreviations and reading exercise.

1. Self-reliant exercise: Ten words from homework to be written in long-hand and ten to be written in shorthand, from words on board. Correct papers.
2. Teach brief forms and business abbreviations, paragraphs 41-44.
 - a. Put each brief form on the board in a simple sentence. Have the pupils practice them three times from copy on the board. Read each sentence from pupil's paper. Dictate them again, after erasing shorthand outlines.
 - b. Teach the business abbreviations at the same time but keep them separate from the brief forms.
3. Have individual pupils read the exercise, with proper fluency and appreciation, one sentence at a time. Then have the whole class read the exercise.
4. Assignment:

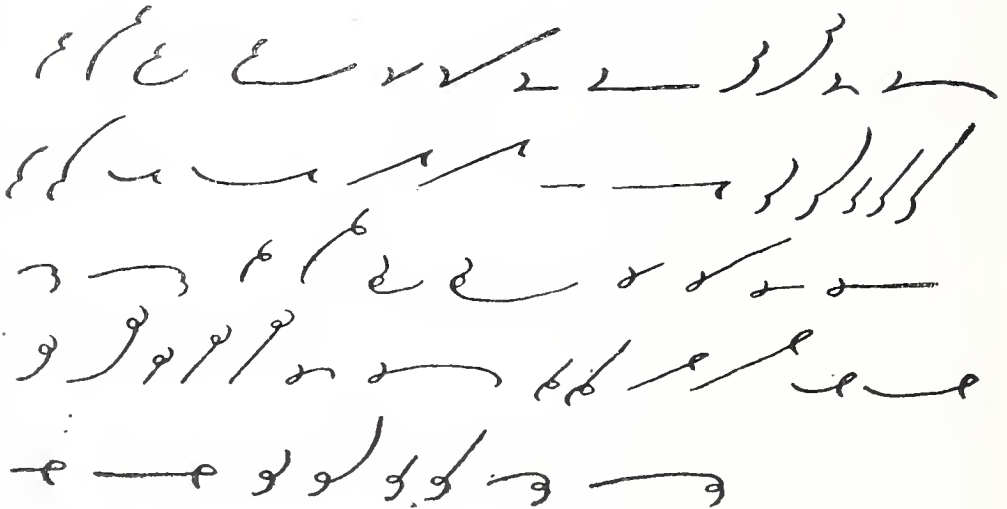
- a. Write sentences containing brief forms five times.
- b. Write reading exercise three times.
- c. Practice reading it until it can be read smoothly.
- d. Review words in Unit 4.

Paragraphs 46-50

Lesson 15

Aim: To learn the principles governing the use of *s*.

1. Self-reliant exercise: Have the class copy into notebook the following words, longhand and shorthand. These words are from the list of the 1000 commonest in the Horn List, and apply to Unit 4, the section just completed.
Able, evening, leave, pretty, fair, kept, teach, back, fell, left, black, fat, felt, fit, leaving, check, half, paper, age, cash, fear, fell, free, live, page, trip, each, happy, pay, claim, live, reach, even, help, play, baby, feeling, happen, living, reached.
2. Dictate page 22, after having individual pupils read it. Have it read back from notes, correct and dictate again.
3. Explain how the signs for "S" are gotten from the letter 3. Illustrate the memory aid and give the names for the two signs.
4. Penmanship drill. Same as with downward characters.



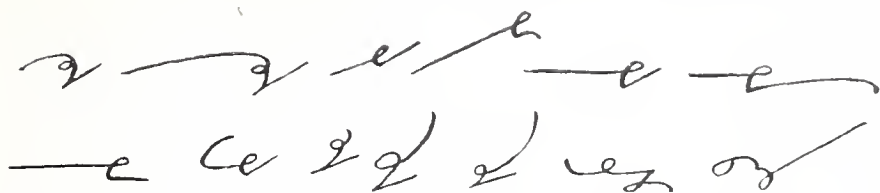
5. Drill upon the words in paragraph 49 to illustrate the joining of "s" to curved and straight strokes.
6. Assignment: Write the words in the special notebook for Unit 4 twice and the words in the Manual page 23-25 as previously instructed.

Paragraphs 51-52

Lesson 16

Aim: To learn the outline for common words in which "s" occurs.

1. Self-reliant exercise: Copy the following words in the special notebook: as, case, city, class, days, guess, has, less, place, said, sale, same, say, see, seem, seems, set, since, sir, stay, dance, dress, face, history, makes, means, members, minutes, miss, papers, piece, plans, sales, save, saying, says, season, seen, sell, sense, seven, sick, sleep, study.
2. Dictate words from homework, many of which are given in the above list. Take five minutes for a penmanship drill on the "s" joinings before dictating the words.
3. Have the following words practiced three times. Paragraph 51. Stress the rule for "s" when "s" follows the vowel.



Then point out the reason for the different uses of the two "s's". Show how to write the "ses" sound and have the class practice a few words.

4. Assignment: Remaining words on page 26 to be written three times, and the words given the first ten minutes to be written also three times.

Paragraphs 53-56

Lesson 17

Aim: To learn the plurals of Brief Forms.

1. Self-reliant exercise: Copy the following words in a special notebook: Mrs., facts, cases, places. Write the following words in shorthand: cast, guest, grasp, accede, mason, rice, ransack, analysis, traces, masses. Check the above words.
2. Dictate words from homework and have them read back.
3. Have the class practice the brief forms from the examples put on the blackboard. Where possible, explain how these are derived. Explain how the plurals of brief forms are written by illustrations, and the writing of the suffix "thing" is written. Have page 28 read, a sentence at a time, and if time permits dictate it once.
4. Assignment: Page 28 to be written three times. The last two words in the special notebook to be written three times, and the wordsigns on page 27 three times. Copy the words *anything*, and *everything* in the special notebook.

Paragraphs 57-59

Lesson 18

Aim: To learn the principles governing the representation of x, and shun and past tense.

1. Self-reliant Exercise. Select ten words from Unit 4, and 10 from Unit 5 to be written in shorthand as a review. Check papers; record marks.
2. Dictate brief forms in sentences. Put them on the board and have an oral drill. Dictate the Reading and Dictation exercise on page 28.
3. Show how the letter "x" is written, and the suffix "shun," and how to express the past tense, giving out words to illustrate each one.
4. Assignment: Practice words on page 29-30 in groups. Use ten of them in sentences giving longhand and shorthand for each sentence. Practice these sentences.

Paragraph 60-63

Lesson 19

Aim: To learn the use of brief forms as prefixes.

1. Self-reliant Exercise: Thirty words from special notebook to be written in shorthand. Copy the following words in the special notebook: action, mention, passed, box, six. Check papers.
2. Dictate words from homework.
3. Teach as many of the brief forms as possible. Drill upon them in the form of dictated sentences. Have the class practice each sentence.
4. Have class practice paragraph 61 from dictation. Check the dictation in order to make sure that the brief forms are used as prefixes.
5. Practice frequent phrases and read the reading exercise on page 32.
6. Assignment: Prior reading, page 32 to be written three times. Page 33 to be written once.

Paragraph 64

Lesson 20

Aim: To learn to construct outlines from longhand copy.

1. Self-reliant exercise: Write paragraph 63 once in shorthand. Check the writing of paragraph 63 by having it read back.

2. Have paragraph 64 written once. Check this writing by having the sentences written on the board. Assign one sentence to a pupil.
3. Dictate each sentence. Have the sentences redictated each three times. Call on the pupils to redictate from their notes.
4. Assignment: Study paragraph 65 and write the outlines in paragraph 66 three times.

Lesson 21

Give a dictated test upon the work outlined in Chapter II and in Progressive Exercises 4, 5, 6.

Speed Studies II, Paragraphs 15-23

Lesson 22

Aim: To drill more thoroughly upon the down strokes.

1. Self-reliant exercise: Give twenty review words from special notebook to be written in shorthand.
2. Dictate page 33 in Manual twice for speed.
3. Dictate the words in Paragraphs 16-19, 21-23 as new words. Before dictating each group, illustrate the principle involved and show, if necessary, the errors to be avoided.
4. Assignment: Words in Paragraphs 16-19, 21-23 to be dictated in sentence form and corrected at home. Paragraphs 24 to 32 to be read and studied. Write a sentence in shorthand containing each form.

Speed Studies, Paragraphs 24-32

Lesson 23

Aim: To drill upon *s* joinings with down strokes.

1. Self-reliant exercise: Twenty-words selected from homework to be written in shorthand. Check papers.
2. Questions on homework and dictation of some of the sentences, with such explanations as may be needed.
3. Return test papers. Put correct words on board and have class find and correct mistakes. Answer any questions that may be asked. Read Paragraphs 33-34.
4. Assignment: Every incorrect word on the test paper should be written three times from correct example. Paragraph 33 in Speed Studies to be practiced twice, phrase by phrase.

Speed Studies, Paragraphs 33-36

Lesson 24

Aim: to review the vowel joinings.

1. Self-reliant exercise: Give 10 phrases to be written in shorthand. Select these from paragraph 34.
2. Dictate paragraph 33 and have it read by the class, correct and redictate. Dictate remaining phrases on paragraph 34 and have pupils read and correct. If time permits, dictate the phrases again for speed. Give the class two minutes to study the letters on page 41. Then have a pupil read each.
3. Dictate each letter and have it read by the class. Have the pupils find their mistakes.
4. Assignment: Paragraphs 33-34 and letters in paragraph 36 to be practiced.

Speed Studies, Paragraphs 36-37

Lesson 25

Aim: To drill upon easy dictation.

1. Self-reliant exercise: 10 review phrases to be written in shorthand. Check papers.
2. Dictate the sentences on page 43, five at a time. Then put them on the board, in shorthand, having the pupils correct mistakes. When all are finished dictate the whole page, and have pupils read a sentence.
3. Assignment: Write letters 2, 3, 4, 5, pages 41 and 42 each twice.

In the American Shorthand Teacher for September 1931 appears an article on lesson planning which was written by three teachers in a Brooklyn high school. In it and similar articles in succeeding issues of this magazine may be found lesson plans for the entire first term.

Time Allotment for Teaching From the Gregg Shorthand Manual, Anniversary Edition

Shorthand I (11-a)

Weeks	Assignment	Weeks	Assignment
1	Par. 1-6 Par. 7-13 Par. 14-22 Par. 23-25 Par. 26-28 Par. 29-32 Par. 33	9	Par. 104-108 Par. 109-110 Par. 111 Test on Chapter IV: Progressive Exercises 10, 11, 12 Speed Study IV, Par. 56-63; 76
2	Test on Chapter I: Progressive Exercises 1, 2, 3 Speed Study I, Par. 1-8 Par. 9-12 Par. 13 Par. 14	10	Par. 64-68; 76 Par. 69-75 Par. 76-77 Par. 112-114 Par. 115-117
3	Par. 34-40 Par. 41-45 Par. 46-50 Par. 51-52 Par. 53-56	11	Par. 118-121 Par. 122-123 Par. 124-128 Par. 129-131 Par. 132
4	Par. 57-59 Par. 60-63 Par. 64 Test on Chapter II: Progressive Exercises 4, 5, 6 Speed Study II, Par. 15-23	12	Test on Chapter V: Progressive Exercises 12, 14, 15 Speed Study V, Par. 78-82; 97 Par. 83-87; 97 Par. 88-96 Par. 97-98
5	Par. 24-32 Par. 33-36 Par. 36-37 Par. 65-68 Par. 69-70	13	Par. 133-136 Par. 137-139 Par. 140-142 Par. 143-144 Par. 145-149
6	Par. 71-74 Par. 75-77 Par. 78-83 Par. 84-87 Par. 88-89	14	Par. 150-151 Par. 152 Test on Chapter VI: Progressive Exercises 16, 17, 18
7	Par. 90 Test on Chapter III: Progressive Exercises 7, 8, 9 Speed Study III, Par. 38-45; 54 Par. 46-48; 54 Par. 49-54	15	Speed Study VI, Par. 99-103, 111 Par. 104-109; 111 Par. 110-111 Par. 111-112 Review and 16, 17, 18 Dictation Drill
8	Par. 54-55 Par. 91-94 Par. 95-96 Par. 97-100 Par. 101-103		

Time Allotment for Teaching From the Gregg Shorthand Manual, Anniversary Edition

Shorthand II (11-B)

Weeks	Assignment	Weeks	Assignment
1	Par. 153-156 Par. 157-160 Par. 161-163 Par. 164-167 Par. 168-169 Par. 170-171 Par. 172 Par. 173	8	Par. 212-213 Par. 214-215 Par. 216-217 Par. 218-224 Par. 225 Par. 226
2	Test on Chapter VII Progressive Exercises 19, 20, 21 Speed Study VII, Par. 113-117, 130 Par. 118-124; 130 Par. 125-130 Par. 130-131 Par. 174-176 Par. 177 Par. 178-185 Par. 186-187	9	Test on Chapter X: Progressive Exercises 28, 29, 30 Speed Study X, Par. 152-156; 158 Par. 157-158 Par. 158 Par. 158-159 Par. 227-228
3	Par. 188 Par. 189 Par. 190 Par. 191 Test on Chapter VIII: Progressive Exercises 22, 23, 24	10	Par. 229 Par. 230-231 Par. 232 Par. 233-235 Par. 236 Par. 237 Test on Chapter XI: Progressive Exercises 31, 32, 33
4	Speed Study VIII, Par. 132-135; 140 Par. 136-137; 140 Par. 138-140 Par. 140-141 Par. 192-195 Par. 196-197 Par. 198-200 Par. 201-206 Par. 207 Par. 208	11	Par. 238-239 Par. 240 Par. 241-244 Par. 245 Par. 246, a-h Par. 246, i-w Par. 247 Par. 248
5	Test on Chapter IX: Progressive Exercises 25, 26, 27 Speed Study IX, Par. 142-143; 150 Par. 144-146; 150 Par. 147-149; 150 Par. 150-151 Par. 209-211	12	Test on Chapter XII: Progressive Exercises 34, 35, 36 Speed Study XII, Par. 166; 170 Par. 167; 170 Par. 168-169 Par. 170-171 Final Theory Examination
6		13	
7		14	
8		15	
		16	Review and
		17, 18	Dictation Drill

XI

LESSON PLANNING FOR ELEMENTARY CLASSES IN ISAAC
PITMAN SHORTHAND

Beginning with the Third Week in the New Standard Course, at Chapter IV. With the New Standard Course, pupils finish the elementary principles in one term.

First Lesson (New Work: Circle S on Curves)

- A. Rapid reading and dictation of exercises in Chapter 3.
Dictate wordsign drill.
- B. Establish necessity for other abbreviating devices besides wordsigns. (Write a word like *absence* in longhand on the board and have students tell the number of consonant sounds in it. Too long an outline.)
- C. Explain that the frequently occurring sounds of S and Z are usually represented by a small circle, called "iss."
- D. Teach Circle S on Curves.
 1. Give a few illustrations of curves *followed by* a circle.
 2. Have students copy.
 3. Illustrate in same way curves *preceded by* S.
 4. Using two or three examples, stress fact that
 - a. At beginning of word, circle is read first.
 - b. At end of word, circle is read last.
 - c. Vowel must be placed with stroke.
 - d. Initially, circle represents S only.
 - e. Finally, circle represents S or Z.
 5. Dictate words of Paragraph 19a:
 - a. Each word written once in shorthand.
 - b. Outlines read back.
 - c. Each word written five times.
 - d. Assign Paragraph 19a for home practice.

Students should be expected to take it from dictation with a fair degree of facility, and to read back without hesitation. Stress reading of shorthand.

Second Lesson (New Work: Circle S (a) on straight strokes, and (b) outside angles)

- A. Briefly review Circle on curves, again emphasizing points that are stressed in Lesson I.—Rapid reading and dictation of written home assignment. Dictate wordsign drill.
- B. "Speeding up" drill on exercises of preceding chapters.
- C. Teach Circle on straight strokes:
 1. Illustrate with Capital O motion. (Students are familiar with this from Palmer Penmanship).
 2. Tell students circle has Capital O motion on straight strokes.
 3. Have them practice a few combinations in the air, and then in the notebook. (ps ts ks ws—sp st sk).
 4. Dictate and have students read back words of Paragraph 19b.
 5. Repeat, having each word written five times.
 6. Stress idea that words should be written syllable by syllable. Ex. justice *jus tice*.
- D. Show placing of circle outside angles.
 1. Drill on four words given in Paragraph 19c.
 2. Assign paragraphs 19b and 19c for home practice, each word to be written five times. To be prepared for rapid dictation and reading.

Third Lesson (New Work L and Circle)

- A. Rapid reading and dictation of written home assignment. Dictate word sign drill.
- B. "Speeding up" drill of exercises of preceding Chapters.
- C. Teach use of L with curvé and circle:
 1. Stress idea of similar motion in a word like *vessel*.
 2. Have students choose the form in a few selected words.
 3. Drill on words of Paragraph 22.

- D. Teach word-signs, Chapter 4.
 E. Assign Exercise 21 and words of Paragraph 22 for home practice, each word to be written five times.

Fourth Lesson (New Work: Phrasing)

- A. Rapid reading and dictation of written home assignment. Dictate word-sign drill.
 B. Teach phrasing:
 1. Illustrate that (a) phrasing saves time—ex. "we have seen," "we know," etc.—(b) phrasing is used only when consonants join easily and naturally.
 2. Drill on phrases of Paragraph 23.
 C. Practice Exercise 24 (a letter).
 D. Assign Exercise 24 for home practice.

Fifth Lesson (Review)

- A. Practice Exercise 24 for review of circle.
 1. Dictate and have work read back.
 2. Repeat, having each word written three times.
 Ex. They, they, they, said, said, said, etc.
 3. Repeat, dictating each sentence cumulatively.
 Ex. They, they said, they said that, etc.
 B. Assign exercise 24 for home practice. To be written three times.

Time Allotment for Teaching From the New Standard Course— Issac Pitman

The principles are covered in one semester; after completing this work in Shorthand I, students take up the work outlined in Shorthand III.

Week Period Paragraphs			Week Period Paragraphs		
1	1	1, 2, 3	7	31	53, 54
	2	4, 5		32	55, 56
	3	6, 7, 8		33	55, 56
	4	6, 8		34	57, 58 (55, 56)
	5	9, 10 (8)		35	59, 60 (55, 56)
2	6	11, 12, (8)	8	36	61, 62, 63
	7	13, 14		37	63, 64
	8	15, 16 (14)		38	63, 64
	9	17, 18		39	65, 66, (64)
	10	8, 14, 18		40	67, 68, 69, 70, 71
3	11	19, 19a (18)	9	41	71, 72
	12	19b, c, 20, 21		42	71, 72
	13	22, 23, 24		43	73, 74, (71, 72)
	14	24		44	75, 76
	15	24		45	77, 78, 79
4	16	25a, b, 26a, b, 27	10	46	79, 80, 81
	17	28, 29		47	82, 83
	18	29, 30		48	82, 83
	19	31, (29, 30)		49	84, (82, 83)
	20	32, 33, (29, 30)		50	84, 85, (82, 83)
5	21	34, 35	11	51	86, 87, 88, 89
	22	35, 36		52	89, 90
	23	37, 38 (35, 36)		53	89, 90
	24	39, 40 (35, 36)		54	91, (89, 90)
	25	41, 42		55	92, 93
6	26	42, 43	12	56	93, 94
	27	44, (42, 43)		57	95, (93, 94)
	28	45, 46, 47, (43)		58	96, (93, 94)
	29	48, 49		59	97, 98
	30	49, 49a, 50, 51, 52		60	97, 98

13	61	99, 100, 101, (98)	15	71	119, 120 (117, 118)
	62	102, 103, (97, 98)		72	121, 122
	63	104, 105, 106, 107		73	122, 123
	64	108, 109		74	124, 125, (122, 123)
	65	109, 110		75	126, 127
14	66	109, 110	16	76	127, 128
	67	111, 112 (110)		77	129, (127, 128)
	68	113, 114, 115, 116		78	130, 131, 132, 133
	69	117, 118		79	133, 134
	70	117, 118		80	133, 134

Remaining periods to be devoted to review and dictation of 97, 98, 109, 110, 117, 118, 122, 123, 127, 128, 133, 134.

The numbers in parenthesis indicate exercises which are to be dictated for repetition practice.

XII

THE DIRECT METHOD AND THE ADVANTAGES OF IT

1. A Comparison of the Results Achieved by Teaching with the Word as a Unit and With the Sentence as a Unit*

How should elementary shorthand best be learned? Should the teacher begin by teaching isolated words and then go from them to phrases and sentences, or should he begin with the reading of easy sentences, then teach the writing of these sentences and gradually extend the length and difficulty of the material used?

The pupils whom Miss Reiersen* used in the experiment were in the second year of the commercial course in a western high school. It seemed most advisable, in consequence, to divide the pupils used in the experiment according to the average marks they made during the previous year.

Procedure: The method of grading in this school is 10-9-8-7-6, a grade of 10 representing the superior and 6 the failing student. The range of grades of pupils used for this experiment was from 9.5 to 7.2.

From these data the class was divided into two equal-sized groups. The pupils in each group were closely matched in marks and the median for each group was 8.4.

The pupils were also tested on the basis of intelligence and the scores thus obtained showed a high degree of correlation with the teacher's marks.

Group A was taught by the usual principle and word-list method; group B by the sentence-paragraph method. In development and classroom procedure this plan of instruction is closely similar to the direct method.

Each class was tested at eight intervals on the same test. The results based on the number of errors made were as follows:

* Adapted from a study of the value of word units and sentence units in learning elementary shorthand as made by Ellen Reiersen and reported in the *American Shorthand Teacher* for January, 1929.

Word Group		Sentence Group	
	Number of errors made by the median pupil		Number of errors made by the median pupil
Test I	9.14	Test I	4.22
IV	5.0	IV	2.
VI	12.6	VI	2.57
VIII	16.8	VIII	3.71
Summary	66.7	Summary	24.3

The aim of each pupil was to learn shorthand. No effort was made to have one group compete with the other. In fact, the pupils did not know that they were being experimented upon.

In making the mimeographed shorthand plates, great care was taken to present characters that were perfect in proportion.

Conclusions.

a. The sentence method of learning elementary shorthand requires greater concentration. When pupils write merely words they are obliged to think of only one or two rules at a time. One sentence may contain varying types of words, in the writing of which many rules must be observed.

b. More effort must be put forth in learning shorthand by the sentence method. The rules must be remembered as a whole and not thought of singly, or just while writing words.

c. Too much time is wasted in learning shorthand by the word method. Pupils learn to think too much in terms of words and not enough in terms of thought expression. This process makes the road to sentence and letter writing much longer.

d. The sentence method develops greater confidence. While the pupils in Group A were trying to write words, those in Group B worked on the theory that they should get the whole dictation as one unit. Difficult or uncommon words were written so that they could be transcribed, looked up later, and the rule applicable reviewed.

e. The data in these experiments also support the theory that one should always be doing a thing as nearly as possible in the way it is eventually to be done.

2. Lesson Planning for the Direct Method of Teaching Shorthand*

Teachers should recognize the fact that shorthand is, first a language arts subject, and second, a practice type subject; that it should be taught, first, according to the teaching principles of a language arts type, and second, according to the principles of a practice type. This means that the learner should acquire the reading adaptation, then writing adaptation, then exactness and preciseness in execution.

The elementary lesson plans are based upon a vocabulary development through reading exercises. Example: "The train will be late. It will not be an hour late but it will be late. If it be late in Erie, it will be late here."

The steps in the teaching technique to be employed in acquiring the reading adaptation should be somewhat as follows:

* Adapted from an article in *Research Studies in Commercial Education*, University of Iowa Monographs in Education, Vol. 1, 1926. The author of the article is Miss Ann Brewington, School of Commerce and Administration, University of Chicago.

a. Write the paragraphs to be used for drill on the blackboard before class time.

b. At the beginning of the class period, read one paragraph to the class.

c. Ask the class to state the thought expressed in the paragraph. Continue rereading the paragraph until all students fully comprehend the thought.

d. Read the paragraph in unison with the class.

e. Read while pointing to individual words.

f. Read again in unison with the class.

g. Call on the class to read any words or phrase to which you may point.

h. Call on individual members of the class to read a paragraph, a sentence, a phrase, or a word.

By the time that writing is commenced most of the students have discovered that shorthand is written phonetically. Writing should be introduced with only the writing adaptation in mind; that is, writing to express the thought rather than writing to express the exact and correct form of the shorthand characters. Next, the students are required to go through the movements of writing a paragraph of the material with a dry pen as they read it aloud. The procedure is as follows:

(1). Write on the blackboard, reading aloud each word as you write, a paragraph which the students find easy to read.

(2). Have the class read with you throughout the second writing of the paragraph.

(3). Repeat this process a third time. Make sure that the students watch closely the movements you make in writing.

(4). Have the class go through the movements of writing with a dry pen. As they do they should read aloud the entire paragraph.

(5). Select one of the simplest sentences from the group and again write it on the board saying aloud each word as you write.

(6). Have the class go through the movements of writing the sentence selected in 5.

(7). Repeat the actions described in five and six several times and with different sentences.

(8). Have the class write as the teacher dictates the whole paragraph meaningfully.

(9). Have the class write as the teacher dictates, requiring each student to respond to each word as it is dictated.

(10). Have the class go through the same procedure for every sentence in the entire teaching unit.

(11). Dictate the paragraph meaningfully at a rate not slower than 60 words per minute; then 80 words per minute; then 100 words per minute.

(12). Repeat this process for every other piece of material used in acquiring reading adaptation.

The most important element in the method outlined here is for the student to read to get the thought of the entire paragraph and to write to convey or express the thought of the paragraph. The correction of a mis-read or incorrectly written word involves understanding and there is no element of understanding in the language arts subjects. When the correction of a mis-read word is made, the science type of

teaching must be employed. In other words, the pure-practice type of teaching must be employed. The teacher who cannot make the distinction drawn here is relatively sure to attempt to teach all three things at one and the same time and her students will inevitably be decipherers instead of readers, drawers instead of writers. The use of the principles in the language-art type of teaching gives the student the opportunity to react, to read, and to write, in a normal way, to the entire unit. After he has acquired the ability to get the unit and to express it as a whole, precision, exactness, and skill will be obtained through isolation, separate words and phrases may be dissected and repeated for drill. In this way, we make use of the science type of teaching reading and the pure practice type of teaching writing.

3. Lesson Planning for the Direct Association Method of Teaching Shorthand*

Thorndyke's dictum is: "Put together what you wish to have go together." In learning shorthand the pupil needs to learn to put together the following things:

- a. Hearing the pronunciation of a word and writing the shorthand outline for that word;
- b. Seeing the shorthand outline for a word and recalling the exact meaning of that word;
- c. Seeing the shorthand outline for a word and writing that word in longhand or on the typewriter.

In the direct-association method the teacher so organizes all the learning activities that the things to be put together come together as directly or as closely as possible. Thus the pupil in the very first lesson begins to put the sight of certain shorthand outlines with the pronunciation and meaning of the word for which that outline stands.

Phonetic analysis is not an essential part of the learning; the fixing of the hearing-writing adaptation, or the seeing-recalling-reading adaptation is what is most needed. No time should, therefore, be given to phonetic analysis or to any explanation of the rules governing outline formation.

Reading of sentences written in shorthand is used to determine whether or not the association between the shorthand outline and the word-meaning has been formed. All oral reading must be done in such a way as to show that the meaning of the sentence being read has been caught. Further, the rate of reading must approximate the normal oral reading rate of the learner as determined by a timed reading test.

When the time comes to begin writing, rules about writing outlines are not discussed, but the pupil is shown how to make the movements which form the outlines he has already learned in his reading. The pupil is then drilled upon the necessary movements by writing the complete outlines for the words he knows until he can produce an approximately correct outline for each. As the writing adaptation to be formed requires that the shorthand outlines should be written at the maximum speed, the teaching is so organized as to require that all writing shall be done at the highest possible rate consistent with a fair degree of legibility. In writing, pupils are not expected to reach per-

* Adapted from an article in the *Ledger Page* for January, 1928, by Mrs. Florence S. Barnhart.

fection of form during the first few times of writing; but an increase in accuracy of outline formation is developed through properly organized review drills. Progress in legibility may be measured by the Hoke Scale of shorthand penmanship.

Teaching procedure: The vocational possibilities of shorthand should be stressed. Attempt to make each pupil see the value of the subject to herself at the present time; to realize that a knowledge of shorthand will be of value to her only if she can read it as fast as she can read print and write it faster than she can write longhand.

XIII

LESSON PLANNING FOR CLASSES TAUGHT ACCORDING TO THE DIRECT ASSOCIATION METHOD

(Compiled by a pupil in a shorthand teaching demonstration class at Columbia University, taught by Mrs. Barnhart.)

Aims: To teach the brief signs and phrases of the first unit through the use of three paragraphs of connected sentences containing many repetitions of the words to be taught, the second and third paragraphs adding a few new words to those presented in the first. The following simple punctuation points are taught: period, interrogation mark, and paragraph mark.

Unit 1

Material for the Lesson:

I.

I-can go. I-cannot go. I-can go there. I-cannot go there. He-can go. He-can go there. He-can-not go there. He-will go. He-will not go. He-will-not go there. I will go there. I-can go there in an hour. He-can go there in an hour. He-will-not go there in an hour. He-will-not go there, will he? (Outlines presented: I-can, go, I-cannot, there-, he-can, he-cannot, he-will, he-will-not, I-will, in an, hour, will. he.)

II.

I-can go. I-am going. I-am going there. I-am going there in an hour. I-am going there *at-the* hour. Will he go there? Will he not go there, at the hour?

Are there not *more* going at-the hour?

Should he go there? Would he go there in an hour? I-would go there.

III.

He-will go. I-will go. He and I will go. He and I will go there. He and I are going there. He and I are not going there. He and I are going at-the hour. He and I will go at-the hour. He and I are not going there; it-will not go *well* there.

Teacher and pupil activity:

The teacher: Takes care of necessary routine matters; devotes a few minutes to acquaint pupils with the general plans for the course; motivates the subject for the pupils; divides the class into two groups by rows; gives two one-minute oral reading tests; determines the reading rate of each pupil; tells pupils to prepare individual reading graphs for the next day; reads Par. I from the board, slowly pointing the first time to each word; reads again pointing to each sentence; asks pupils to read sentences with her; first in order and then at random; asks them to read the paragraph silently; calls for volunteers to read separate sentences; in order, at random; and for the whole paragraph; requires each pupil to read with thought.

After sufficient practice on the first paragraph, she writes Par. II on the board, asking pupils to watch her write. Proceed as described above.

She places the third paragraph on the board, telling them she wishes to see how many can read it without her help. She asks them to read *silently* and when they can read, to raise a hand. Points to different sentences calling for volunteers. Requires them to grasp the thought of complete sentences or clauses before reading. If a mistake is made, she has pupils read the sentence again. If a mistake is repeated she points to another sentence which may correct the error, or she calls on another pupil to read.

Close the reading lesson in time to make the assignment for next day.

- Assignment: 1. Read the sentence drill on paragraph 6 until you can read it smoothly and thoughtfully.
2. Write as many answers in longhand as you can to the following question using only the words in Unit I:
1. Will he go?
- Be sure that you answer the question asked. Make complete sentences including the words day, here, good, air, aid, her, him (well)

**Material to be mimeographed or written on the
blackboard when teaching Unit 1**

This unit is written in Benn Pitman Shorthand. Any system of shorthand can be used with the direct method.

Brief forms and phrases for unit 1.

a, an, and	not	would
am	more	our, hour
are	can	in
go	there, their	will
going	he	well
I	at-the	I-am
are-not	it-will	I-will
he-can	he-will	he-will-not
period	question mark	paragraph

I	
v → - / v → - /	r - - - 2 1 7 4
v → - 2 / v → - 2 /	2 - - - 1 7 4
u → - / u → - 2 /	1 - - 2 4 - - 2 -
r → - 2 / r → - / r	7 4 v - - 2 /
- / r - 2 / v - 2 /	
v - - 2 - 7 / u	III
- 2 - 7 / r - 2	r - - / v - - / v
C 1 4	- / v - - 2 / v
	- - 2 / v - - 2 /
	v - - - 1 7 /
II	v - - 1 7 / v
v - - 2 / v - - 2	- 2 ; r - - 2 /
v - 7 / v - - 2	
1 7 / C 1 - 2 4	

Unit 2

Aim: To review briefly words presented in Unit 1, and to teach the new words found in the first seven lines of Reading and Dictation Practice on page 6 in the Manual and the following five words from the 250 commonest words according to the Horn List: *where, good, did, get, and is*.

Material for the Lesson:

Teacher and Pupil Activity:

Can he *hear me*? Can he hear me well?

He-cannot hear me. He-cannot hear me well. *Ray* cannot hear me. Can *Ray* hear me well? *Ray* cannot hear me well. Can he hear him? Will he hear him? He will not hear him well.

Paragraph II

He *may* go. He may go there. He may go there *where the air is good*. He may go there a *day*. A day there in-the air may *aid* him. It-will aid him and *her*. A day there in the good air will aid him and her. A day there will aid *me*. It-will aid *Emma*. *Emma* is not *gay*. *Emma* is *ill*. A day in the good air will aid her. *Emma* will go there. *Emma* may go there. *Emma* may go in an hour.

Paragraph III.

Where is *Ray*? *Ray* is *here*. Where is *Ray's hat*? It is here. It is here at-the hill. It is here in-the *tree*. It is here in-the tree at-the hill. *Emma* *hid* the hat. *Emma* hid the hat in-the tree. It *lay* there. It lay there in-the tree. It lay there a day. It lay a day in-the tree. *Did Ray get it*? Did he get the hat? *Ray* will get the hat in an hour.

IV.

"Where is he?"

If we are to be there in time, we must go, now. We can do our work before we go. We might take your things to our house on the way. Do you think we have food to last for two days? Will can see that we have as much as we can take. We will be back in a day or two. Shall we get very far away from home, to-day?

1. Give two one-minute reading tests and prepare graphs to indicate (1) Oral Reading Print rate (2) Shorthand reading rate (determined from 2/3 of print rate of individual) (3) Shorthand class Median (previously determined by teacher from results on a test given during the previous day) (4) Shorthand Reading Rate (rate made on the one-minute test just given.)

2. The teacher writes the question used in the home assignment, "Will he go?" on the blackboard in shorthand and asks pupils to give their answers, taking short sentences first until she has all the different answers written by them. Use this paragraph for a brief review reading lesson.

3. The teacher then directs attention to paragraph I in which are a few new words. She reads the paragraph, following somewhat the same procedure as in yesterday's lesson.

4. A few more new words are then presented in paragraph II. These are followed by the presentation of paragraph III.

5. Place the question "Where is he?" on the blackboard in shorthand ask how many can read it? Ask for answers to the question and place on the blackboard a paragraph to be used as the reading unit.

6. If any time remains before making the assignment, ask pupils to read the sentences from paragraph 13--in the first seven lines.

Assignment: Read the first seven lines in paragraph 13 until you approach your shorthand reading rate. Write as many answers as possible to the question "Will he go?" using any words that we have learned which will answer the question.

Unit 3

Aim: To review words taught in first two units and to learn six new words from the two hundred and fifty commonest words in the Horn List: *read, like, take, met, today, and be*, by means of paragraphs.

Material for the Lesson:

Paragraph I.

Will he go?, etc.

Paragraph II.

He-can *Read*. He-can read well. I-can read. I *like* to read. I-will read to her. I-will read to him. I-will read an hour. I-will read an hour to him. Will he read to him? Would he read to him? Would he like to read to her? Is he willing to read an hour? (60)

Paragraph III.

Will he read to me? It-will-not *take* him an hour to read it. It-will take an hour to go there. It-will take Ray more *than* an hour. Will he go in an hour? He-would like to go in an hour. He-may go in an hour. Where will he go? He will go there. He-will go to the tree. He-will go to-the hill.

Paragraph IV.

Ray *met* Emma at-the hill. He met her at two. Emma is *reading*. Her hat is in-the tree. Ray will get the hat. It is a gay hat. Emma likes her hat. Ray likes it, too. Emma is gay, today. Emma will read to Ray today. Emma likes to read, and Ray likes to hear her read. He will like it. Emma and Ray are gay today. It is good to *be* gay a day like today.

Teacher and Pupil Activity:

1. Teacher places a question on the board and the pupils give her the answers which they have prepared. The paragraph is read by the class.
2. Paragraphs two, three, and four are read in turn. Teacher asks the pupils to read the second paragraph for her. As she writes the third paragraph on the board, she asks the pupils to be ready to tell her how many new words they are going to learn in this paragraph. Ask pupils if they can read the sentences to her containing new words. She asks individual pupils to read the other sentences. Call on pupils to read in irregular order. Have the entire paragraph read by the class.
3. Asks the pupils to read over the second paragraph silently. Then has it transcribed in the pupil's notebook. She times the transcription, calling for hands as pupils finish. She marks the time on the board for them to note in their books. (60 words are in the paragraph). She has pupils enter their transcription rate on the same graphs which were used for the reading rate at the lower part of the page. The two curves should not conflict. The words which are not correctly read are not counted in the rate. Have pupils furnish a list of the words they were not able to write. List these on the board. Check the transcription for accuracy of wording and punctuation.
4. Give two one-minute reading tests and have the results checked on graphs. Use the seven lines of the material assigned for homework.
5. Assignment: 1. Write a paragraph using all the words you can from those we have so far learned. Number your sentences. Start your paragraph with some central idea in it, for instance, the idea of "reading," "going."
2. Read the sentences on Page 2 and the first half on Page 3 again.

Unit 4

Aim: To give reading practice upon the 47 words presented in Units 1, 2, and 3, and add three new words from the list of the 250 commonest words in the Horn List. The new words are *letter*, *book*, and *you*.

Materials for the lesson:

Part I.

Paragraphs made from sentences composed by the pupils. The central ideas in the sentences are "reading," "going," etc., using as many paragraphs as the preparation will permit.

Part II. Paragraph I

I-will read. I-will read to-*you*. I-will read a *letter* to you. He will read you a letter. Will you read to-me? I like to read. Would you like to read to-me? Will you read the letter to-me? I-would like you to read to-me. Read him the letter, too. Read the letter to him and to-me. Read her the letter, will you not?

Paragraph II

Where is the *book*? Emma is reading the book. Can you hear her? Can you hear her well? Emma reads well. I like to hear her read. I-will get a book and Emma will read it to-me. Will you take it to her? You-will like the book; it-is a good book.

Teacher and Pupil Activity:

1. The teacher has the pupils read the sentences as she places them on the board. Use the paragraphs for review practice in reading.

2. Choose the best and most unified of the paragraphs. Give the pupils a one-minute reading test, asking them first to read the whole paragraph, silently. (Or choose two paragraphs, asking each group to read a different paragraph). Ask pupils while listening to the reading to check any pupil's mis-callings. List these for remedial drills. Have pupils mark reading rates on their graphs.

3. Read paragraphs I and II from the board, giving special attention to the three new words.

4. In the time that remains before giving the assignment, give a short remedial drill on any outstanding words which gave difficulty in the transcription exercise of the day before. For instance "him" and "her"; He met him. He met her. He met him there. He met her there. I met him and her, etc.

Assignment: 1. Prepare a paragraph, using each of the three new words in today's lesson at least twice in the paragraph.

2. Tomorrow we will have our first writing lesson. We want to learn to write shorthand smoothly, quickly, and legibly. Use your own notes. You have been reading my notes from the board, but it is your notes that you will read as a stenographer. Come to class prepared to suggest as many details as you can which will help you to develop the proper writing habits to produce good results.

Unit 5

Aim: To lay the foundations for the development of a quality of shorthand writing which can be produced quickly and read with legibility.

Materials for the Lesson:

I-can.
I-can go.
I-cannot.
I-cannot go.

Can-you?
Can-you go?
Can-you go there?

I-can read.
I-cannot read.
Can-you read?

He-can.
He-cannot.
He-cannot go.
Can he go?
He-can read.
He-can read well.
Can-he read?
Can he read well?

Teacher and Pupil Activity:

1. The teacher lays before the class her objective as stated above. A discussion follows concerning the quickest and most effective methods to secure the results to be desired. Each point of posture is discussed and illustrated (body, feet, hands, arms, wrists, fingers), position of paper with reference to the body and the eyes, method of holding pencil and book, width of the column of writing, etc., necessary changes to be made in position of book and hands during process of writing.

2. The writing exercise is begun. The teacher writes first a short sentence on the blackboard. Each sentence should be written several times. Ask pupils to watch your hand, to let their eyes follow the movement. Have them follow your movements with their hands in the air. Write for them in the air, and have them to do the same. Dictate while they write several lines of outlines. First above the notebook getting the smooth, gliding movement and proper return to the next line. Dictate while writing at board, and the pupils write in notebooks. Dictate again, this time observing the outlines. The pupils make suggestions. Illustrate at the board. Proceed to next sentence going through the same-process. Point out any faults in outlines and explain how to improve the motions of writing. Have pupils compare outlines with the writing at the board. Give special attention to the writing of the word "read."

3. During the last 5 or 6 minutes before making the assignment, ask pupils to write sentences containing new words. Begin with a short sentence. Have paragraphs read orally. Ask pupils to read silently. Give a one-minute transcription test. Have them count the words written and mark their results on the graphs.

Assignment: Write as many answers as you can in shorthand to the following questions. Make the answers as thoughtful as you can. Use only words you have had, in your sentences. Questions: Where is the book? Can you hear me? Can you read the letter?

Unit 6

Aim: To teach several new words and to strengthen the points brought out in the first writing lesson.

Material for the Lesson:

Part I.

1. Where is the book?
(Write paragraphs from the pupil's answers.)
2. Can you hear me?
3. Can you read the letter?

Paragraph I.

My *train* is not in. It's *late* to-day. It is more than an hour late. *That was not* my train that *came* in at two. Is that *your* train? I-will-be late. I am going to *Helena*. I-will meet you at Helena. I-will meet you at-the train there at two.

Paragraph II.

(Letter)

Dear-Sir: Will you meet me at *Helena* today? Can you be there by two? Will-you meet me at the *grain market*? It-is at the *end of-the* lake. I-would like to see you today. If you cannot be there today-I-will see you in a day or two.

Yours truly,

Teacher and Pupil Activity:

1. The teacher writes question one on the blackboard in shorthand. She has a pupil read the question and give one answer. She gets answers from other pupils until she has a good paragraph. She has the class read the paragraph.

2. Write the second question on the board. Get answers to the question. Read and reread the paragraph.

3. Develop the third paragraph. Use simple sentences first. Dictate the paragraph for a writing lesson. Write with the pupils at first. Dictate again in a different order the reading, writing, and making of corrections. The last time you dictate, have pupils transcribe from their shorthand notes. Allow time for transcription but do not have the results recorded on the graphs.

4. Teach the first paragraph giving special attention to new words.

5. Assignment: "The Reading practice on page 11 in your book contains the words we have just been learning. I wish you would begin with the sentence in the middle of the 5th line and read to the end of the first letter. After you have read the letter several times, transcribe it in your notebook. (If anytime remains during the lesson, have some sight reading practice on this exercise.)

Unit 7

Aim: To teach several new words and give another writing exercise to develop skill in writing.

Material for the Lesson:

Part I.

(Use a letter from Page 11 in the Manual for homework.)

Paragraph I.

I am going to Lake *Erie*. I-am going there *for* two weeks. I will be there by the *middle of May*. I-will-be *ready* by that time. I-will need this book to take with me. I-will read it on-the train. I could not go *without* a good book to read. I will *limit* my reading to one good book.

Paragraph II.

Was that a good book you were reading today? Was it not "Main Street?" Did *Mr. Day* give it to you? Do you like *his* book? Where were you when he-was here today? Do you have the *data* on-the meeting? When can I get the *data*? I will need it today if you can give it to me. Is the hat made of linen? I would like a linen hat, too.

Teacher and Pupil Activity:

1. The teacher asks a pupil to read the letter to her which was studied for homework. She writes the letter on the blackboard. Have another pupil read it from the board. She then dictates the letter, breaking the sentences up first as "I hear that you are going. (Write several times.) Write in different words the sentences "You are going to the meeting." "To the meeting at Helen's." "I am going." "I am going too." "Would you meet me?" "Would you meet me at the train?" "Would you meet me at two?" Dictate short sentences again and have them transcribed. Give a timed test. Record the results on the graph.

2. Teach the new words by means of the two paragraph drills placed on the board.

Assignment: Read the last letter on page 11 and the words you have just been reading. Change the wording of the sentences and rewrite them. Be prepared to read the letter in class. Give at least two different answers to the last question on the page.

Unit 8

Aim: To teach several new words by means of paragraphs and to review old words by means of a preliminary Flash-question drill.

Material for the Lesson:

Part I: Review

1. Will that be too late?
2. Where are you?
3. Can-you read the letter?
4. Where are you going?

Paragraph I.

Is this your *money*? It-is not my money. It is his money. Will you give it to him? Will you give it to-the *man*? Will you give the man his money? He-will need his money. It-is the end-of-the *month*. He-will need the money by the end of the month. *Many men* need money on-that *date*. They will not all need money the *re-maining* time.

Paragraph II.

The man was here today. *He-was* here one or two *minutes*. He-was making a train. He *came* here to see you. You were not here *then*. He-will be here *some other* day to see you. It-will be good of-you, if you-will see him on that date.

Teacher and pupil Activity:

1. Have a pupil read the letter which was assigned for today. Call for a volunteer. Have pupils read the letter first silently.
2. Give a flash question drill at the Board. Start with the question in the letter. Reword it. Write the question on the blackboard in shorthand. Ask pupils to read the question, then to look away from it. Erase the question and have them write a complete answer on paper using as many of the words in it as possible. Ask them to number their answers to correspond with the numbers of the questions. Call for answers to the first question. Write a paragraph on the board and use it for a reading lesson. Discuss the second question. Write answers on the board. Dictate the answers for a transcription exercise. Dictate the answers again using different wordings. (Dictate at about the rate of 30 words.) Have pupils transcribe their notes. Time them.
3. Teach new words through the use of paragraphs II and III which should be written on the blackboard.
4. Assignment: Write a paragraph of at least 6 sentences using any words we have had and as many of the words in the last two lessons as you can. Make your sentences as thoughtful as you can.

Unit 9

Aim: To teach several new words, and to give practice in reading and writing.

Materials for the Lesson:

Paragraph I.

Where are you?

Paragraph II.

What time is it? Do you have the time? Is it that late? *It is* too late to go there then? Could you go to the *country* with me this month? *When* can you go? I can go *any* time. It is *great* to be in the country at this time. I will *write* you when I will be ready to go.

Paragraph III.

Will you write a letter for me? *Come* with me and I will get the linen for the letter. What is the date? This is just a *little* letter. You may go then when you have it ready for me. *Those* are my letters that came today. I do not like to write letters. The truth is, I do not like to write them, but I like to get them. Are you willing to write them, or do you like to get them, too?

Teacher and Pupil Activity:

1. Place a question on the board. Have the pupils read it silently and give you answers to it. Have the paragraph read. Dictate the sentences to the pupils and watch them while they write. Dictate the sentences again and have the pupils transcribe their notes.

2. Read paragraphs II and III from the board. After the pupils have read paragraph II several times, give section one a one-minute reading test on it. Give section two a reading test on the second paragraph. Record on the graph the rates of reading. (A graph should be kept by the teacher on the median rate of the class and posted on the board so that pupils may compare their ratings with the median for the class.)

Assignment: Read the two review letters on page eleven till you can read them with thought and at your normal reading rate or above. I am going to ask you to write some questions on these letters tomorrow in shorthand. Practice the letters in shorthand in your notebooks. Read over each sentence to get the thought of it and then write it. Read the next one, and so on. After you have finished writing the letter, compare your outlines with those in the book. Make a list of those which are hard for you to write and practice them some more.

Unit 10

Aim: To give additional drill on review words by means of questions on letters read, and to teach several new words preparatory to the new assignment.

Materials for the Lesson:

Part I

Questions from Letter 1.

1. Where was the man going?
2. Where was the man to meet him?
3. Where was he to take him?

Questions from Letter 2.

1. What was it that the man needed?
2. Where was he to meet him?
3. When was he to meet him?

Part II.

Paragraph I.

They will go to the *game* today. It will be a good game. They will like it. *Mary* will like the game, too. They will take her to the game. The game is to be at *Reading*. It is a *league* game. I *meant* to go to the game, but I did not get my *ticket*. I was going there to get my ticket today, but they did not have any more tickets. I could not get a ticket to the game. I will not be late *again* when I desire a ticket to a game. The *minimum* time to get a ticket before a game is four days. At any *rate*, you should *aim* to get it two days before the game.

Paragraph II.

The *new grain* is ready for the market. It will be on the market this month. You can get new grain any time after this month.

Teacher and Pupil Activity:

1. Have pupils read the first letter silently and close their books. Ask them to write the answers to these questions in their notebooks. After they have answered the three questions, place their answers on the blackboard under the proper questions. Dictate questions and answers and have pupils write them in their notebooks.

2. Have pupils open their books and read the second letter silently. Close books and write your answers. Use the answers at the board and continue them in order to make paragraphs, or have them handed in.

3. Read paragraphs I and II from the board until the pupils can read them easily. Use the paragraphs for writing practice or dictation and transcription.

Assignment: Read the last letter on page sixteen until you can read it smoothly, at your normal reading rate. Write it in your notebook in shorthand. Compare your outlines with those in the book. Practice again any outlines which give you trouble in writing. Transcribe your notes. Make a list of the words which give you hesitation both in reading and writing and keep them for future use.

Unit 11

Aim: To develop greater efficiency in reading and writing through the use of remedial drills and to give practice in reading and writing of new letters assigned for homework.

Materials for the Lesson:

Part I.

A reading and writing remedial drill from words in the home assignment.

Part II.

Use the last letter on page 16 in the textbook for dictation and transcription.

New Assignment:

1. Write sentences 2, 5, 6, 7 and 8 on page 17, in shorthand. In case you do not know the outline for certain words leave space for them. Make a list of such words.

2. Read the second letter on page sixteen until you can read it at your normal reading rate. Write it in shorthand and then transcribe it from your notes.

Make a list of difficult words.

Teacher and Pupil Activity:

1. Call for the words in yesterday's home assignment and the one of the day before which were listed as giving difficulty. Place these on the blackboard in shorthand. Dictate these words in short sentences or phrases, and have them written. Call special attention to difficult points in proportions, direction of slant, etc. Dictate again in different wordings, and have the sentences read back from the pupils' notes or transcribe sentences in books.

2. Have pupils volunteer to read the sentences or letters assigned for homework, and to write them on the blackboard. Dictate completed letters for a writing lesson. Dictate again in slightly different wording and at a slightly increased rate. Have pupils transcribe the letter from their notes. Time the dictation and mark the rates on graphs.

3. Give a free-composition test, asking pupils to write as many sentences in shorthand as they can in one minute. Use any of the words they have had. Have them count the number of words written and the number of sentences written. (The teacher records results made at the board. These tests may be given regularly and the results tabulated. They can be used in the form of a contest.)

Unit 12

Aim: To give remedial and review drill in reading and writing by means of sentence drill on special difficulties and a completion-sentence drill.

Materials for the Lesson:

Part I.

Remedial and Review Drill prepared by the teacher after yesterday's lesson, to take care of reading and writing difficulties.

Part II.

Completion-Sentences

1. Will you.....there today?
2. I.....be glad if.....may see you.
3. These are good books; those.....are not good.
4. This is your money, is.....not?
5. I.....her at the lake today.
6. Where.....he go today?
7. Do you.....this book?
8. Is it.....a good book?
9. Is this the end.....month?
10. Were you.....Erie today?
11. What is.....time?
12. Do you.....the country?
13. What.....will you go?
14. He.....I will take the train
.....two.
15. Would you read the.....to me?
16. At what hour.....he go?
17. The money is.....here.
18. Is the League game on....day?

Teacher and Pupil Activity:

1. Give a Reading and Writing Lesson from material chosen for review and remedial drill.

2. Place a list of completion sentences on the blackboard, and ask pupils to write in their notebooks, in shorthand after the number of the sentences, the word which is missing. The missing words are the frequent, short words: be, I, are, it, not, did, like, a, of-the in (at), the, like, day, (hour), and at, book (letter), will, my (his,). Have these handed in, or have the complete sentences read to you. Fill in the blanks and dictate the sentences.

Assignment: Write the letter at the bottom of page 17 in your notebook in shorthand. Write an answer to the letter in longhand, and then write your letter in shorthand. Do not use any word in your letter which you have not had in class.

Unit 13

Aim: To give a diagnostic test upon the work of Chapter I. Make it a timed Question-answer test. Give whatever review and remedial drill is necessary before giving the test. The pupil's home assignment on the night before can be used as a part of the review practice. Use the Letter on page 17 and the answers to it.

Materials for the Lesson:

I.

Free-Composition Test.

II.

Sentences 2, 5, 6, 7, and 8 on page 7 in textbook.

III.

Completion-test

1. Where are you?
2. What are you reading?
3. Where were you today?
4. Will he go to the game?
5. What will he take here?
6. Was the man here today?
7. What will I get you?
8. Did he make his train?
9. Where was he going?
10. Is the train late?
11. Is that a good book?
12. Did he get a letter?

Assignment: Read the shorthand letter in the middle of Page 16 of the textbook. We have not had a few of the words in the letter. See if you can get the thought from the whole letter, supplying the meaning of new words from the context. Read the letter until you can read it at your normal rate.

Teacher and Pupil Activity:

1. Give a timed free-composition drill and record the results on the blackboard.

2. Dictate sentences from page 17 to the pupils. Write the sentences on the blackboard and have them make a list of words they were unable to write, in the first dictation. Practice these in phrases or sentences. Dictate them again, and then transcribe. Record the results on the graphs.

3. The teacher has the questions for the test mimeographed or has them on the board and covered until the time of the test. The teacher gives the necessary directions before beginning the test. Each question is to be read and answered in a complete sentence opposite the question, on the line provided for the answer. Be sure that you answer what the question asks. If you cannot answer any question, go to the next one, and so on. Answer as many questions as you can in the time given. The teacher should word the questions in such a way that they will not force a word into the answer which the child has not learned. Time the test—three or four minutes, and take up the papers at the close of the period.

XIV

METHODS IN THE DICTATION AND TRANSCRIPTION CLASS

1. Materials of Instruction

a—Writing Materials: The materials of instruction should include first of all proper writing materials, and since practically all the accomplished writers use ink, this fact should be conclusive evidence that the pen is preferred as a writing instrument. Practically all fountain pen manufacturers make a special pen for shorthand. Ordinary fountain pens are not satisfactory. The nib of the proper kind of pen should be fine pointed and flexible. There is no objection to a dip pen. Wherever a pupil is not so circumstanced that he or she owns a fountain pen, the use of a dip pen is a perfectly good substitute. In fact, most court reporters use the dip pen. Should a pencil be used, secure one with a soft medium lead. Whenever pressure is needed to write with a pencil, there will be strain, and strain eventually leads to writer's cramp.

The complement of the pen or pencil is the paper used. Paper with a smooth hard surface should be used for ink. A rougher paper is more satisfactory when the pencil is used. The spacing of lines, and the width of columns is an important consideration in the arrangement of the paper. Reporters use a closely ruled paper which is divided into columns from two to two and a half inches wide.

b—Use of a Good Dictation Book: The teacher will do better work in the dictation class with a well planned dictation book. Progress toward a higher level of skill in transcribing ability is accomplished by means of a great number of intermediate steps. The dictation book you use should provide drill upon each one of these steps and proceed logically from step to step. The book should contain sections of letters designed to build up the pupil's skill in meeting each difficulty factor, a section giving standards of style and arrangement, and various glossaries of abbreviations, business terms, and vocabularies. A dictation textbook which contains reference material frequently needed by the pupil while in the transcription room saves the teacher's time, the pupil's time, and encourages him or her to "look it up now." If doubtful points are not looked up at once, it is almost certain that they will never be. Much research is in progress at present which is designed to discover and isolate difficulty factors in transcription. In this connection, the Personnel Division of the United States Civil Service Commission lists the following: (The comments in quotation marks are the Commission's.)

e—The Difficulty Factors in Matter to be Dictated are:

(1) Vocabulary: "Dictation matter containing only the most common words usually will be transcribed with less errors and in less time than will be the case with matter which is otherwise similar but which contains words of uncommon frequency."

A study by the Division of Commercial Education of Philadelphia of the vocabulary of actual business letters reveals that from 75 to 85 per cent of the words in every letter are in

the Horn list of the thousand commonest. That from 5 to 15 per cent are in the list of the second thousand commonest. That from 2 to 8 per cent are in the list of the third thousand commonest. The per cent of uncommon words in any ordinary business letter seldom runs to more than five. Analysis of the words in a chapter from "Chemistry in Medicine" which describes the discovery of vitamins is as follows: From the thousand commonest, 68.3 per cent; from the second thousand 6.3 per cent; from the third thousand, 4.5 per cent; from the fourth thousand, 3.2 per cent; from the fifth thousand, 1.5 per cent; not in the five thousands but in the ten thousand commonest, 6.8 per cent; not in the ten thousand commonest, 9.4 per cent. There are no proper nouns in the ten thousand commonest words except the names of days and of months. Most of the 9.4 per cent of uncommon words in the chapter above referred to were proper nouns.

- (2) Sentence length: "Dictation of material composed of short sentences is generally easier to report than material composed of long sentences, even though the vocabulary used may be the same in both instances and all other difficulty factors are alike." The average sentence length of business letters has been found to be about eighteen words.
- (3) Sentence structure or complexity: "The ideas expressed in simple sentences are easier to grasp than those expressed in complex sentences, just as the ideas expressed in very familiar complex grammatical constructions are easier to understand than ideas expressed in unfamiliar grammatical constructions."
- (4) Subject matter or content: "Stenographers make fewer mistakes and require less time for transcription if the subject matter of the dictation is familiar."

Transcription will be greatly improved if letters are so dictated as to exactly convey the meaning of the dictator. It is impossible for the stenographer to know what the dictator means if the dictator fails to express exactly what he means. Faults in the grammatical construction and in punctuation are largely attributable to the failure of the dictator to dictate with oral punctuation. Punctuation is emotional. The most expressive type of oral punctuation is that used by the boss of a gang of workmen.

- (5) Rate of dictation: "The speed of dictation is the most important external difficulty factor. In general, the likelihood of error is in direct proportion to the rate of dictation." The speed of the first or second dictation of a letter should be so slow that the slow pupil can execute well made outlines. It may then be increased gradually until it exceeds the speed of the fastest. Letters written at a high rate of speed should be read over afterward slowly and all errors in outline should be carefully corrected.
- (6) The letters and articles used for dictation should be graded to provide for the mastery of all these difficulty factors as well as of a number of minor factors. Some of these minor factors are: special arrangement problems, indentations, special char-

acters, figures and tabulations. Editorials, articles from newspapers, magazines, the congressional record, and general books are poor material for training the novice because of their unknown difficulty factors. They afford the teacher no standard for comparison of the results achieved.

d—The Blackboard: There should be ample blackboard space, together with a display board for posting notices. In the case of Pitmanic teachers, the blackboards should also be ruled. The most satisfactory way to rule a blackboard is with a shoemaker's awl or an ice pick. A line carefully scratched into the surface of the board will soon fill up with chalk dust. It is not a raised line as we get when paint or crayon is used and scratched lines will not greatly interfere with the use of the board for other purposes than shorthand.

The washing of blackboards, especially slate boards, is injurious to the slate. Washing causes the slate to chip off in spots and a chipped board can not be used with any success in teaching shorthand. All matter on blackboards should be carefully erased before the boards are washed and washing should be reduced to a minimum.

A soft white or yellow chalk gives the finest line for shading. The dustless chalk can not be used successfully for illustrating shaded lines.

e—The Mimeograph: Every shorthand teacher should have the use of some sort of duplicating device. Textbooks need constant supplementing to bring them up-to-date or to make them fit local needs and much of the material of instruction must be constructed as the need arises.

f—Reference Books: Every shorthand room should contain an unabridged dictionary and pupils should have desk dictionaries. The teacher should also possess books on English usage, secretarial procedures and a shorthand dictionary.

g—Pencil Sharpener: For the benefit of pupils who do not have or who cannot be provided with pen and ink, every commercial room should be equipped with a pencil sharpener that works.

2. The Time Allotment for Advanced Classes in Shorthand

A term's work consists of approximately eighteen weeks with five, forty-five minute periods per week. The term is also commonly divided into three report periods of six or seven weeks each. With these facts in mind our subordinate aims or steps of development should be fitted into lesson plans which, for number and variety conform to the requirements of time.

a—The time allotment concerns the steps to be achieved.

During the first two-thirds of the Shorthand III term they are:

- (1) Reading the shorthand plates in the manual, in other books, or that have been written on the blackboard, at a speed approximating the rate of reading print.
- (2) Constructing correct outlines from exercises or letters which appear in the text in print.
- (3) Reading these notes at the reading rate of print.
- (4) Writing correct notes from dictation.

- (a) The rate should at no time be less than forty words per minute, and should be advanced in each re-dictation to the pupil's maximum capacity.
 - (b) For dictation drills, we need much material which has been graded in vocabulary groups. For instance: Since from 65 to 75 per cent of the words in any letter are in the list of the five hundred commonest words, and in many letters 100 per cent of the words are from the five hundred commonest, the group of simplest letters should contain only the five hundred commonest words. A second group should be based on the thousand commonest words; a third group on the fifteen hundred commonest words, etc. In this way, the vocabulary difficulty of matter for dictation can be stepped up from group to group of the less common words.
 - (c) The syllable intensity of the letters should begin as near 1.0 as possible and should be increased by easy steps.
- (5) Pupils should be drilled in reading what they have written until they can read at a rate approaching their speed in reading print.
 - (6) In the dictation of matter which has not been graded or which contains many unusual words or proper nouns it should be the constant aim to drill upon the outlines of words which occur for the first time.
 - (7) Certain correlated skills in typewriting should have been developed up to this point in periods which parallel the shorthand period. These are, in addition to those stated on page 23:
 - (a) ability to type and arrange unpunctuated letters;
 - (b) ability to type and arrange letters from printed shorthand.
 - (8) Other correlated skills which should have been developed up to this point are:
 - (a) a knowledge of the tasteful arrangement of all the parts of the letter;
 - (b) a working knowledge of punctuation;
 - (c) a word sense which will enable the pupil to use the dictionary intelligently, to spell correctly, to recognize distinctions in similar words, and to divide words syllabically at the end of lines.

3. Correlation Between Advanced Shorthand and Typewriting

In advanced shorthand the correlation between shorthand and typewriting, and between shorthand and English should be very close. If possible, the shorthand teacher should also teach the typewriting, because this is the point at which the pupil begins to transcribe from his own notes and for a time both the teacher and the pupil must watch the following points:

a—Before typewriting a letter which has been dictated,

- (1) Make sure of the correctness of each outline;

- (2) Have the letter read and reread until the notes can be read with the fluency of longhand;
- (3) Discuss points of style to be observed in typing the letter;
- (4) Discuss the spelling of all doubtful words;
- (5) Discuss the syllabic division of long and uncommon words;
- (6) Discuss any special punctuation which the letter may contain;
- (7) Time the transcription. If the pupil can read his notes fluently and does not hesitate over points in arrangement, spelling or punctuation, he or she should be able to transcribe at a rate approximating his copying speed.

b—Before removing the letter from the machine, the pupil should proof-read it. (See section VIII, par. 12, Objective (12), page 26.

4. Making Lesson Plans

With the foregoing steps of achievement in mind, the teacher is ready to begin making lesson plans. In this process, he should first of all allocate his minor aims in his time allotment. Roughly speaking, the development of the skills incident to the reading and writing of shorthand from plate notes will occupy all of the time in the first thirty lessons in Shorthand III. Concomitant learnings during this period should be the parts of the letter, development of taste and skill in arranging letters, and a more thorough mastery of outline construction, spelling and punctuation. Some reading of printed shorthand should run along parallel with the development of all subsequent steps.

In the lesson plans of the first third of Shorthand III, therefore, teachers should have a dictation book containing, or they should otherwise provide the pupils with plate notes. This material should be carefully graded. Style studies for typed letters, and punctuation drills should receive from five to ten minutes' study and drill each day. There should always be a self-reliance exercise to start the period, a definite time to check homework, and a carefully made assignment for the next day.

a. A suggestive time allotment in diagram form for each class period in the first six weeks of the semester devoted to teaching beginners dictation is given below :

SHORTHAND PERIOD Approximate Time Distribution				TYPEWRITING PERIOD Approximate Time Distribution			
	One-fifth	Three-fifths	One-fifth		One-fifth	Three-fifths	One-fifth
M	Note 1	Dictation practice		Drill to teacher's count		Arranging and copying unpunctuated matter	Note 3
Tu	"	" "					
W	"	" "	Note 2			TRANSCRIPTION	Note 4
Th	"	" "		Drill to teacher's count		Note 5	Note 6
F	"	" "				Arranging and copying unpunctuated matter	Note 7
							Note 3

b. A suggestive time allotment for each period in the second six weeks of the semester devoted to teaching beginners dictation is given below:

SHORTHAND PERIOD Approximate Time Distribution				TYPEWRITING PERIOD Approximate Time Distribution		
	One-fifth	Three-fifths		One-fifth		One-fifth
M	Note 1	Dictation practice		Note 2		Note 4
Tu	"	" "			TRANSCRIPTION	Note 4
W	"	" "		Note 2	Drill to count	Note 8
Th	"	" "			TRANSCRIPTION	Note 4
F	"	" "			Drill to teacher's count	Note 7
					See note 5 See note 6	Note 7
					Copying letters from plate notes	Note 8

c. A suggestive time allotment for each period in the third six weeks of the semester devoted to teaching beginners is given below:

SHORTHAND PERIOD Approximate Time Distribution				TYPEWRITING PERIOD Approximate Time Distribution		
	One-fifth	Three-fifths		One-fifth		One-fifth
M	Note 1	Dictation practice				
Tu	"	" "		Note 2	TRANSCRIPTION	Note 4
W	"	" "				
Th	"	" "			See note 5 Note 6	Note 7
F	"	" "			TRANSCRIPTION	Note 4

d. A time allotment for each period in the semester devoted to teaching advanced dictation should be similar for the most part to the foregoing "c" diagram.

e—Notes referred to by number in the foregoing diagrams are:

- (1) In the self-reliance time, for the first six weeks pupils should study points in style and arrangement. In the second six weeks they should study rules of punctuation, spelling and division of words. In the remaining twenty-four weeks they should practice writing phrases, sentences and plate notes. Teaching material for this kind of drill during the first twelve weeks should consist of proof-reading and correcting letters. All pupils should have identical copies of matter to be corrected. Such matter, if not otherwise available, may be mimeographed. Phrases, sentences and plate notes should be available in textbooks or may be mimeographed.
- (2) Dictation of matter to be transcribed and preparation of such matter for transcription.
- (3) Proof-reading the work which has been typed and arranged.
- (4) Proof-reading the transcription.
- (5) Practicing from straight copy for the purpose of developing speed.

- (6) A typewriting test, approximately ten minutes.
- (7) Proof-read the typed test.
- (8) Proof-reading work transcribed from plate notes.

5. Home Assignments and Suggested Procedures in the Dictation Class

a—In the beginner's dictation class, for homework, assign from the dictation book three short letters or two letters and a short article each day. When the assignment is made the first day direct pupils to write a list of the difficult words in each letter, to look up these words in the vocabulary of the text, and to write each letter once. On the second day send three pupils to the board and direct each to write in shorthand one of the letters assigned. While these three are working at the board, dictate and drill with the remainder of the class on previously learned material. After the pupils at the board have finished, correct their work, using colored crayon. While correcting, have the class read the letter with you and tell you where errors have been made.

When you assign homework the second day, direct pupils to write the letters which were written on the board three times. Also assign three new letters. Direct pupils to list the difficult words in the new letters and to write them each once. On the third day, have the new letters written on the board as described in the foregoing paragraph. While this is being done, dictate to the other pupils letters which have been drilled on previously. Correct the work at the board. Reassign it and also three new letters. If three letters prove to be too many or too few for the available time, reduce or increase the number assigned.

In the typewriting class which parallels the beginner's dictation class pupils should first type and arrange unpunctuated matter. To type and arrange matter which appears in ordinary print, but in which there are no punctuation marks, capitals, or arrangements is one of the important preliminary steps in learning to transcribe.

b—A subsequent step in learning to transcribe is the transcription of letters from plate notes. In this drill, the pupil must know how to read shorthand which has been written presumably by an expert. He must also know how to arrange the matter typed, how to punctuate it, and spell correctly the words it contains, and how to divide properly the words which occur at the end of lines.

6. How to Dictate in the Dictation and Transcription Class

a—The teacher should dictate in a firm voice and loud enough to be heard by everyone. The rate should be determined, for this first dictation, by the skill of the median pupil. Always dictate with expression. The pupil must fully comprehend the ideas in what he is writing and should get the punctuation from the oral punctuation which the dictator puts into what he dictates.

b—The class reads the letter back in chorus twice.

c—Three pupils, in turn, are requested to come forward and redictate the letter. In this way, all pupils are doing something all the time and there is no time lost. Pupils also become accustomed to a va-

riety of dictators and those who dictate learn to stand up and perform publicly. From this experience they gain confidence and poise. Occasionally, pupils should exchange note-books and dictate from one another's notes. Or the teacher should pick up the note-book of one of the pupils and redictate from it. In the dictation class the teacher should be on his feet and moving all the time. It is impossible to discover just what is happening in the class-room in any other way.

7. How to Score Transcriptions

If the teacher will refer to page 90 he or she will find an illustration of a graded transcription test. All transcription papers should be graded daily by this same plan. Many teachers now use this plan and it is widely known among them as "Postem Scoring." It is based on the fact that Postem, derived from "post 'em," is a key expression for remembering the typical kinds of errors which are made in transcription. For:

Under P are listed the number of errors which were made in punctuation, capitalization, and paragraphing.

Under O are listed the number of omitted words.

Under S are listed the number of substituted, transposed or added words.

Under T are listed the number of typographical errors.

Under E are listed the number of obvious erasures.

Under M are listed the number of misspelled words.

This kind of scoring is achieved by proof-reading. Reserve five or more minutes at the end of each transcription period. Read aloud the correct copy while each pupil proof-reads his work.

While the teacher reads the copy, the pupil indicates his errors. This kind of scoring is done diagnostically by inserting that one of the letters in Postem which indicates the nature of the error made. See page 90. In order that the pupil may have plenty of space in which to indicate his errors it is best to have transcriptions done in double spacing.

8. Diagnosis of Errors Made in Transcription

Postem Scoring is diagnostic. That is, it reveals the total number of each kind of error which has been made. Postem Scoring also demonstrates the fact that errors in punctuation, typographical errors, erasures and misspellings account for most of the errors which are made in transcription.

9. Word Carrying Ability

An important auxiliary skill which aids in the mastery of shorthand is what is known as word carrying ability. The first step in the development of this skill is for the teacher to read a short sentence and then ask to have it repeated. The length of the sentences thus dictated should be gradually increased. Second, dictate an entire sentence, ask to have it written in shorthand after the dictation has ceased and then call upon someone to read it back. Dictate a short paragraph; allow pupils to begin writing as soon as the dictation begins but dictate

faster than the pupils can write and tell them beforehand that they are to finish after the dictation stops; have the paragraph reread; dictate paragraphs and do not allow pupils to start until after you have finished.

10. Auxiliary Skills in Taking Dictation

Many habits in addition to a knowledge of and skill in writing outlines are needed by the stenographer who would write efficiently. Some of these are:

a—Proper posture: The correct writing posture for a pupil while sitting at the desk is described in Section VIII, par. 6, b, (1), page 14. But a stenographer does not always enjoy ideal writing conditions. When he is called to the employer's desk, he must frequently write while resting the book on his knee, or on some corner of the dictator's desk. Drill in taking dictation under these handicapping conditions should be provided in class. On certain days, especially in shorthand IV, the teacher should dictate several letters, in the transcription of which the class will be kept busy while he calls one or more pupils to his desk, in turn, for intimate dictation. Twelve or more letters dictated to the class plus three dictated intimately would keep the class busy for several periods. If each pupil in the class should take three letters a week at the teacher's desk, he would soon get over the fright of writing under the eyes of the dictator and in this practice the teacher can make suggestions as to where and how the stenographer should sit. Circumstances arising from the bodily proximity of dictator and stenographer are sometimes a source of annoyance or failure.

b—Use of the right kind of note-book: The book used should contain a good grade of paper. Each page should be divided into columns not more than two and a half inches wide and be not too widely ruled. Plenty of space in which to write encourages writing outlines that sprawl all over the page. The most speedy and accurate writers make small compact outlines.

It would be well to have two note-books always available for use. This habit is particularly valuable in actual office work. Quite often the dictator calls upon the stenographer to take dictation while she is transcribing previously dictated matter. The dictator may be too impatient to wait until the stenographer finds a blank page. An extra note book with a rubber band around the filled portion eliminates this difficulty.

c—Holding the book and turning the pages: The book should be held in such a way as to assure a steady writing surface. At the same time, the fingers of the left hand should frequently slide the page upward in order to keep the writing line in position for the right hand. In taking notes, the right hand rests on the tips of the third and fourth fingers and on the wrist. The pen or pencil should be held almost perpendicularly and the writing is largely finger motion. The wrist, furthermore, should not move except with a rolling motion in order to turn the hand from side to side. When the fingers of the left hand have brought the last line up into position for use, it is easy to flick the page over and start on the top line of the next page.

- d—Dating each day's "take," spacing and arranging the work in the note book: A good stenographer dates each day's "take." Write the date in large letters before beginning the first letter for the day. Some stenographers use a dating stamp. Two or three blank lines should also be left after each letter. This spacing enables the stenographer to locate letters more readily when asked to do so, and also provides space for postscripts. The notes of typed or read back letters should be cancelled by making through them a large check mark, and used pages should be held together by a rubber band.
- e—Having material ready for instant use: If the stenographer uses a fountain pen it is his job to see that it is cleaned and filled each morning. Should he use pencils, he ought to have a supply sharpened and always on hand ready for use.
- f—Omission of understood or unnecessary words: In taking notes it is often unnecessary to write every word which is spoken. If "dear sir" and "gentlemen" are the most commonly used salutations, they need not be written. Likewise Mr., Messrs. and street, and the complimentary closing may be omitted in the notes. If the dictator will place a number on the letter to which he is replying and dictate that number, the writing of the name and address in the shorthand notes can also be omitted. The stenographer can secure this data more accurately from the letterhead and thus save time.
- g—Handling unknown words: If the stenographer finds it necessary to write names or initials, he or she should use small letters only. Capitals are large and take time to execute. Teach pupils to write the outline for every strange or highly unusual outline as fully as possible. When transcribing they should not take any chances. They should look up every doubtful point in the appendices of their dictation textbook, in a dictionary, or in other reference books. If they find when looking up a word, other words of similar sound but different meaning, or similar spelling and different meaning, teach them to be careful to choose the correct word. It may be necessary for them to refer back to the dictator. In any case, they should be sure that what they typewrite makes sense.

XV

GENERAL THEORY OF TESTING

A. Aims in Testing

1 Educational:

- a—The test should be in harmony with and reinforce the right curricular principles. This means that the true purposes of the subject from a curricular standpoint should be furthered by the test.
- b—A test should encourage, supplement and reinforce proper methods of teaching. Since automatic memory responses are wanted in stenography the drill method is the appropriate one. A test, therefore, which calls for automatic mastery of the fundamental facts properly reinforces the drill procedure. Such tests may be used to highly motivate the drill.

c—A test should serve the true purposes of an examination.

(1) A good examination is the best teaching which can be done at the time.

(2) A good examination provides a new view of the subject, a reorganization, or a worth while application.

d—To be truly educational a test should not be too long. It should leave time for the pupils to score it according to the teacher's directions after it has been completed. By this method pupils discover their errors at once and also may be informed as to why the answer was an error.

- 2 Prognostic: The aim in this kind of test is to discover the probable success or failure of the pupil if he pursues any given study. Not all tests can have this idea as one of its aims.
- 3 Diagnostic: Every test upon achievement should be diagnostic. That is, it should be so constructed that the scores may be analyzed. The analysis should reveal the nature of the errors each pupil is making. A diagnostic test is a waste of time unless it is followed by remedial instruction. Dr. Morrison's principle of teaching is: Pre-test, teach, test, adjust procedures, teach and test again to the point of learning.
- 4 Marks: To yield scores which can be interpreted in terms of marks is one of the aims in testing. Some teachers think that it is the only important reason for giving a test, and they use the marks attained as the only basis for promotion. Instead of being the only reason for testing, it is the poorest reason and the least important. The important reason for testing is that tests are part of the teaching process, and if properly constructed, administered and scored, afford the basis for reteaching what has not been learned.
- 5 The supervisory aim of standardized survey or achievement tests is stated by Dr. Cubberly as follows: "To create such scales for measuring school work and for comparing the accomplishments of different schools and groups of school children as will give to both supervisors and teachers definite aims in the imparting of instruction."

B. Criticism of the Ordinary Examination

- 1 It asks unimportant details and catch questions. This type of question is designed to suggest the wrong answer, or it involves an obscure restriction or qualification. Catch questions are difficult because of their ambiguity, or because they ask for unimportant details.
- 2 Teachers give relatively little time to the preparation of the ordinary test. Questions formulated just casually often reflect hobbies or prejudices. Questions made up by persons who have not taught the class are sometimes upon subjects which have received little or no attention in the class.
- 3 Test questions should be based primarily on the minimum essentials.

a—In testing in shorthand, for example, we find that the vocabulary content of practically all letters is about as follows: 65 to 75 per cent of the words are in the Horn List of the five hundred commonest words and an additional 10 to 15 per cent come from the second five hundred commonest words.

b—The average syllable intensity of letters and articles given by the New York Regents is about 1.45; of the average business letter 1.4.

The syllable intensity of test material should be of a similar intensity, or the matter should be counted in syllables and fourteen syllables be regarded as the equivalent of ten words. Never count by words only.

e—No study has up until the present time been made of the frequency of punctuation marks and just what kinds of punctuation should be emphasized for the stenographer. The punctuation of business letters would not be, of course, the same as that for an emotional novel. Probably punctuation marks in tests should be confined to periods, question marks and commas.

d—Sentence length and the difficulty of various grammatical constructions have been investigated by Dr. Thorndike and others, and are reported upon by them in the February 1927 issue of the *Teachers College Record*.

e—Common and approved styles of arrangement are elements of instruction of which pupils should have a knowledge and which should figure in testing.

4 The reliability of a test is an important element in determining its worth. Reliability is determined by giving the test to the same group a second time. The marks will not be the same for each pupil on both occasions, but if the test is reliable, the ranking of pupils on the basis of the two administrations of the test should be about the same.

5 Neither the administration nor the scoring of a test should lead to the commission of variable errors by the scorer.

a—Variable errors result from misunderstandings as to:

- (1) the purpose of the examiner;
- (2) ambiguous directions;
- (3) faulty timing arrangements;
- (4) questions which do not control the answer desired;
- (5) failure to make clear just how elaborately the question is to be answered.

b—Variable errors may be overcome by:

- (1) giving clear directions;
- (2) selecting the proper types of questions to be asked;
- (3) explicit directions to the marker;
- (4) increasing the objectivity of the administering, answering and scoring.

6 Constant errors also occasion criticism of tests.

a—These are due to the tendency of some teachers to mark leniently and to give high grades, while other teachers mark severely and give low grades.

b—Constant errors may be overcome by:

- (1) improving the objectivity of questions, scoring, administering and interpreting results;
- (2) an accurate determination of standards;
- (3) uniform aims and objectives.

C. Scores and Interpretation of Scores

A truly objective marking is called a score. That is, the test units are small and the answer to each unit is either right or wrong. As a result, the teacher may count either the total right answers or the total errors as the score. The grade given the pupil is obtained by a comparison of the scores with a norm, in the case of a standardized test, or with the curve of normal frequency, in case it is not a standardized test.

Some teachers deduct so many per cent from 100 for each error. Since no one has determined scientifically how much each error in shorthand should be penalized, such a deduction is subjective.

Inasmuch as there are no standardized shorthand tests, each teacher should construct tests with great care; keep such tests in a test book; record the conditions of administration; the time required to give them; the method of the scoring, and the results obtained. In future administrations of the test, she would thus have a definite basis of comparison. Most of our opinions at present are mere guesses based on impressions.

D. An Objective Test

- 1 Is based on the minimum essentials of the subject. (See section B, 3, page 74)
- 2 Is so designed in a skill subject as to approximate the exercise which a pupil would write if employed to perform the skill. For example: Stenographers write notes from dictation and later transcribe the notes. Hence, a test in any kind of shorthand at any point in a pupil's progress, even from the very beginning, should comprise: Writing from dictation, reading shorthand notes, transcribing shorthand notes.
- 3 A questionnaire on this subject reveals that all teachers do not give objective tests which are of the dictated and transcribed variety. The number of shorthand teachers who returned the questionnaire is 200. Some teachers checked more than one item. The questionnaire is as follows:
 - a—I give printed or written lists of longhand words with space to fill in the outline. Sixty-one teachers do this and it is not in accord with approved practice.
 - b—I give printed or written lists of words and sentences with space to fill in the outlines. Seventy-five teachers are guilty of this.
 - c—I dictate words, the outline to be written from dictation. One hundred ten teachers. An improvement over a.
 - d—I dictate words and sentences, the outline to be written from dictation, one hundred twenty-nine teachers. Still better.
 - e—I have the pupils transcribe after dictating as described in c and d. One hundred nine teachers. This is gratifying. A combination of d and e is best.
 - f—I require transcription of printed shorthand or of notes I have written on the blackboard. Seventy-two teachers. This is not commendable practice, but is better than a and b.
 - g—I give only written exercises—no formal tests, twenty-six teachers.
 - h—I give only formal previously announced tests, forty-six teachers.
 - i—I give formal tests not announced, three teachers.

- 4 Questions must be so constructed that there can be no misunderstanding.
- 5 Explicit directions for administering must be followed to the letter. If you compile a test which you intend to give to several classes yourself, you should prepare in advance written notes as to just how everything should be done and all directions and timing arrangements should be uniform on all occasions.
- 6 The questions must be so constructed that answers to them are either right or wrong. Where there is doubt either on the part of the pupil or scorer, you will not have uniformity.
- 7 Questions should be short. Uncertainty arises as to how much credit, if any, should be given for a partially complete answer.
- 8 The marking of an objective test should yield scores not grades.

E. The Form of Tests

- 1 Rate tests are composed of a series of short, easy exercises and the total correctly answered is the score. Shorthand tests are mostly of this kind and for marking purposes, the word is the unit.
- 2 Power tests are composed of a series of exercises. The first exercise is quite easy and each succeeding exercise becomes progressively more difficult by equal steps. The last exercise which is completely finished by the pupil yields the score. Time is usually unlimited on this type of test.
- 3 Scales. Example: Hoke Scale for Shorthand Penmanship.

F. Intervals for Testing

The work in measurements should be handled more and more by the individual teacher. The chief purpose to be served by standard tests is the diagnosis of pupil ability and pupil difficulties. It is important that all teachers should master the technique of scientific testing and that courses in educational tests and measurements should be included as part of the necessary training for all teachers.

- 1 A questionnaire returned by two hundred teachers of elementary shorthand reveals:

I give tests:

a—Only daily exercises or recitations, twenty-nine teachers;

b—Once each week, sixty teachers;

c—Once each two weeks, five teachers;

d—A general test before reports are due, sixty-eight teachers;

e—Only one test for each report period, seven teachers;

f—The principal, head of department or superintendent requires a final examination, fifty-four teachers;

g—I give a final examination of my own volition, fifty-six teachers;

h—I give tests at no regular intervals, but after a chapter, lesson, or principle has been learned, one hundred fifty-nine teachers.

G. Composing Tests

In composing tests arrange that pupil responses shall be controlled and as brief as possible.

- 1 Make the examination relatively difficult: that is, so difficult that there will be few, if any, perfect scores.

- 2 Make the examination so long that every member of the class is kept busy during the entire time allowed for it. No one should be able to complete it.
- 3 The content of the examination should agree as closely as possible with recognized educational objectives.
- 4 Dictate connected matter distinctly and with meaning. Only in this way can pupils catch each word, or understand your inflectional suggestion of the intended punctuation.

H. Administering Tests

Make the instructions for administering the test so definite that uniformity will be secured.

- 1 This may be aided by:
 - a—Giving a sample or preliminary test;
 - b—Arranging the order of instruction so that it will be the same as the order of execution;
 - c—Provide for the instructions to be broken up into action units.

I. Scoring the Tests

- 1 The test should be so constructed that it can be easily and uniformly scored. It is common knowledge that individual teachers vary tremendously in scoring answers. Uniformity of scoring is best secured by preparing a key which will cover every possible item for which credit should be given. Response should be on small units and the units should be definitely right or wrong. The final score should be so many right, or so many wrong. (See Section XVI-A, par. 1, (3), page 80; also par. B, 2, page 84; also C, 4, page 89.)
- 2 Decide upon the points to be deducted for each error before marking the papers.
- 3 Mark all of one part of a test, for all papers, before taking up the next part. This procedure will add materially to the accuracy of the scoring.
- 4 Use the sorting method in grading papers when the mark depends upon judgment concerning appearance or comparative excellence of performance.
- 5 After the papers have been marked translate the point scores into "grades" by using some standard distribution.
- 6 Keep a cumulative record of the "grades" which you give in each subject and compare this distribution with the normal distribution, or with the standard distribution adopted by the school. The normal distribution is based upon the theory that in any product of nature, 5 per cent of the product will be of excellent quality, 20 per cent will be of good quality, 50 per cent will be of fair quality, 20 per cent will be of poor quality, and 5 per cent will be of undesirable quality. Pupils are a product of nature, and, taken in large unselected groups follow the same trend. In case your distribution shows a marked departure from this standard, inquire concerning the cause and make appropriate modifications in your marking of the papers or in translating the point scores into examination grades.

- 7 The best method of interpreting scores is by means of the norm. The norm. is established by the performance of the pupil. The performance of the median pupil in a large group usually is taken as the norm.
- 8 A questionnaire upon marking practices which was replied to by 200 shorthand teachers shows the following:

When marking elementary tests:

- a—I mark an outline wrong if it is incorrect in any detail, 144 teachers;
- b—I allow part credit for right position, vowel, or outline, 38 teachers; (In other words, a large proportion of teachers grade tests improperly)
- c—I mark and record all papers myself, 141 teachers; (This answer shows that teachers do not make use of pupil proof-reading. By failing to do so, they entirely miss one of the big helps in learning.)
- d—I have the pupils mark their own papers, 25 teachers; (If these teachers would use the word “proof-reading” instead of “marking”, they would be helping the pupils by making tests really educational, they would be helping themselves by conserving their strength for more important work, and really do a fine piece of work.)
- e—I mark formal tests, the pupils mark written exercises, 68 teachers;
- f—I have pupils exchange papers and mark them from my dictation, 54 teachers; (The answers to c, d, e, and f, show how teachers regard tests. For most teachers, tests are primarily a means of securing marks. Hence they must mark all papers themselves, guard jealously against cheating, and forget all about the first aim of testing which is stated at the beginning of this section.)
- g—I deduct a percentage for each error, 14 teachers; (No one knows how much to deduct. Hence small marking units which score but one each is the fairest method of marking.)
- h—I weight the percentage deducted according to the difficulty of the outline or nature of the error, 48 teachers;
- i—I use the results of tests as a means of diagnosing the kind of difficulties my pupils are having, 162 teachers; (Excellent).
- j—I give remedial instruction after a test, 167 teachers. (Excellent).

XVI

SAMPLES OF TESTS FOR ELEMENTARY AND ADVANCED CLASSES

A. Tests on the Ben Pitman Elementary Text

- 1 *Test One. For New Pitman Phonography.* To be given after the sixth lesson.

a—Directions:

- (1) For giving the test:

Give instructions to fold a sheet $8\frac{1}{2} \times 11$ inches into two columns.

The left column should be three inches wide.

Tell the pupils to write the shorthand from your dictation in the narrow or lefthand column. Dictate one sentence every thirty seconds. After dictating, direct the pupils to transcribe in the wide column. Allow twenty minutes for the transcription.

- (2) For proof-reading:

Read the sentences slowly. Have pupils circle lightly in colored pencil or crayon each incorrectly transcribed word. Have them draw a circle for each omitted word.

Write the shorthand on the board. Have the pupils circle lightly each incorrect outline.

- (3) For scoring: (To be done by the teacher)

Count each incorrect outline and each omitted or incorrectly transcribed word as one error. Words which recur in the test are to be counted each time they are wrong. Only the common words recur often and if the pupils have them wrong, they should be severely penalized for the error.

Report the result of the test to the head of department so that he may send it to the office of the Division of Commercial Education. On the report state: Teacher's name, school, and the number of pupils who have 0 errors, one error, etc.

Diagnosis: Write the vocabulary of the test on the board. Ask pupils to indicate by raising the hand, how many had the first word wrong, how many the second, etc.

b—The Test:

Use ruled paper and direct pupils to:

Write shorthand on this side:

To transcribe on this side:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Test material to be dictated:

1. I give the boy all of the dollar.
2. I buy the pie each time.
3. I already give the boy joy.
4. I eat all of the pie each time.
5. Give Roy all of the raw die.
6. I give Roy all I ought.
7. I give Guy each odd key I buy.
8. Give the boy the toy on time.
9. Give the high boy the dollar.
10. I already buy the dollar tea.

c—Results achieved from the administration of this test to two sections:

Scores	Number of pupils making the score
74 (perfect)	35
73	10
72	7
71	5
70	3
69	3
67	2
66	2
65	1
64	1
63	1
Total pupils:	70

2 *Test Three.* For New Pitman Phonography. After the twenty-second lesson.

a—Directions: See directions for giving test one, for proof-reading it, for scoring it, and for making a diagnostic study of it. (Page 80.)

b—The test:

Use ruled paper arranged like this paper is and direct pupils to:	
Write shorthand on this side:	To transcribe on this side:
	Test material to be dictated:
1. _____	1. A large party will go out to see you off.
2. _____	2. Will you accompany the party each time they go away?
3. _____	3. How much improvement should each boy aim for this year?
4. _____	4. If the advertisement is so long all should see it.
5. _____	5. How much should I give for a new auto now?
6. _____	6. Up to a year ago our advertisement was too long.
7. _____	7. Give me time to think of each important new thing.
8. _____	8. He should thank you if you do it for him.
9. _____	9. How are you to know how you should use it?
10. _____	10. Few of them will accompany the party to the show.

c—Vocabulary of sentences: To be used when making a diagnostic study of the results achieved by the test. The number after each word indicates the number of times it occurs.

a ³	boy	him	know	off	thank	to ⁵
accompany ²	do	how ⁴	large	our	the ⁴	too
advertisement ²	each ³	I	long ²	out	them	up
ago	for ³	if	me	party ³	they	use
aim	few	improvement	much ²	see ²	thing	was
all	give ²	important	new ²	should ⁵	think	will ²
are	go ²	is	now	show	this	year ²
auto	he	it ⁸	of ²	so	time ²	you ⁶

d—Results obtained in two classes:

Score of errors made	Number of pupils making the score	Score of errors made	Number of pupils making the score
0 (perfect)	4	13	1
1	10	14	1
2	7	16	1
3	13	18	1
4	8	19	1
5	4	20	1
6	6	21	1
8	4	24	1
10	2	25	1
12	1		
			Total 68

3 Test Five. For New Pitman Phonography.

a—Directions:

- (1) For giving the test:
Give instructions to fold a sheet $8\frac{1}{2} \times 11$ inches into two columns. The left column should be three inches wide. Tell the pupils to write the shorthand from your dictation in the narrow or left-hand column. Dictate each counted section in one minute. After dictating, direct the pupils to transcribe in the wide column. Allow twenty minutes for the transcription.
- (2) For proof-reading, scoring and diagnosis see directions for Test One, page 80.

b—The test:

Use ruled paper and arranged like this paper is and direct pupils to:	
Write shorthand on this side:	To transcribe on this side:

Test material to be dictated:

Sir:

Will you give us the speech which you spoke before our business committee in¹ May? We should have it to use in influencing the city to commence the lease² now. It is simply impossible to satisfy all those who have special ideas on this³ subject. Hence I shall give the committee those views which seem to me to be⁴ wise.

Several of those who know say our lease will cause no loss to the⁵ city. As it is now, the city will lose the fees which each company should⁶ pay.

Do they have any new ideas, which it should be to our advantage to⁷ know? If so, speak of them at the time you come to see me.

Yours,⁸

c—Vocabulary of sentences:

The number after each word indicates the number of times it occurs. To be used when making a diagnostic study of the results achieved by the test.

advantage	commence	if	me ²	see	spoke	us
all	committee ²	in ²	new	seem	so	use
any	company	influencing	no	several	subject	views
as	do	impossible	now	shall	the ³	we
at	each	is ²	of	should ³	them	which ⁴
be ²	fees	it ⁴	on ²	simply	they	who ²
before	give ²	know ²	our ³	sir	those ³	will ³
business	have ³	lease ²	pay	speak	this	wise
cause	hence	loss	satisfy	speech	time	you ³
city ³	I	lose	say	special	to ⁹	yours

d—Results achieved by the administration of this test:

Score of errors made	Number of pupils making the score	Score of errors made	Number of pupils making the score
0	4	10	1
1	3	11	3
2	5	12	5
3	2	13	5
4	4	14	3
5	8	15	1
6	6	18	1
7	6	27	1
8	4	28	1
9	2	35	1

B. Elementary Gregg Tests*

Each test should be dictated and transcribed, thus recognizing the two inseparable elements of shorthand—writing to the stimulus of sound, and transcribing the shorthand outline into the written English equivalent.

Each test should be so organized that the teacher may find out the weakness of each pupil in time to eliminate such weakness by intensive drill. This diagnostic function is by far the most important one in tests. It permits the teacher to determine with scientific accuracy, the weak spots in each individual. Early detection of a tendency to certain kinds of error will cut down the probability of ultimate failure.

The process of acquiring shorthand skill is just as individualistic as is the digesting of one's breakfast. Any treatment of a group of shorthand beginners that does not recognize this fact is absurd.

Writing with the pen is taken for granted. If the student is trained to write with a pen in all his elementary shorthand, he will acquire good habits of penmanship at once. It is wasteful of energy to begin writing shorthand with a pencil.

1 *Directions For Giving An Elementary Test:*

a—Avoid any tendency to give special preparation on the matter contained in the test. Such special drill invalidates the diagnostic aspect of the test. Do *not* let the class feel that there is any unusual significance attached to the test.

b—Use paper of a quality good enough for ink.

*Adapted from "Standards in Elementary Shorthand." Raymond and Adams, Gregg Publishing Company, and based on the old text.

- c—Have the name and date written in the upper *righthand* corner.
 - d—Explain that you are going to dictate one hundred words and want them written in four columns of twenty-five words each, with space at the right of each word for transcription. Have the numbers from one to twenty-five written at the left and three vertical lines ruled to keep the spacing even. Paper arranged in this manner should be mimeographed and kept on hand. Thus, mechanical preparation on the day of the test will be minimized.
 - e—With the class at attention, pens on the desk, read the list of words slowly, letting students write with fingers in the air. Give order, "Pens ready." Dictate words as rapidly as you consider fair to your students. Check the time with a stop watch and make a written note of the time on paper.
 - f—Have papers reversed at once, pens on the desks. With class at attention read the sentences slowly. Explain that the sentences must be written on alternate lines. In this way there will be space left for transcription. Order, "Pens ready." Dictate sentences, check time as before.
 - g—Order papers to be reversed so that the word list is uppermost. *Change pens for pencils* and begin the transcription at once, proceeding from the words through the sentences. Make a note of the minimum time taken to transcribe the entire test, also the name of the pupil. All papers should be collected at the end of forty minutes.
- 2 *Grading*: The words should be chosen for the purpose of: 1—reviewing the fundamental principles of theory; 2—catching faults in penmanship, proportionate length of outlines, and relative size of circle vowels. Seventy per cent or more of the words should be wordsigns. Errors in transcription will probably indicate more of a lack of knowledge of wordsigns than inaccurate penmanship.
- An error in *Theory* should be counted for each outline written contrary to principle; for incorrect spelling; for incorrect English; for incorrect transcription, especially in wordsigns; and omissions. Errors in *Penmanship* should be counted for incorrect transcription, due to incorrect proportion; for incorrect slant; for incorrect placement in regard to the line of writing.
- 3 *Diagnosis*: Check with red ink in your manual the principles that have been violated, indicating what review is needed. Note errors in penmanship, spelling and English. Check wordsigns in the same way. See that these errors receive specific attention later. In this way you eliminate drill on the things already known and can concentrate on the weak places.

4 *Elementary Shorthand Diagnostic Test One:*

a—Part I—Word List (Read down)

6—a*	6—b	6—c	6—d	6—e	7	8	20	22-23	24-25
cave	led	made	kick	neck	Emma	pave	groan	muddy	quick
bell	maid	shin	bib	bat	edge	leg	billow	numb	quarrel
pale	blest	knit	gag	balmy	Etta	kill	moan	moon	midway
Ella	cash	tin	baby	pain	enemy	vapor	dawn	coolie	awake
era	shell	Dan	vivid	shaggy	insane	feeble	grawny	gull	tweed
ache	gauge	jade	pepper	bridge	hatchet	gale	hallow	canoe	26-28
Eva	jelly	dish	rare	Java	she	beaver	folly	wag	yam
gift	cherry	midget	fever	flash	each	wreck	droll	wade	yacht
free	sharp	shame	liar	cheap	linen	lake	collie	weave	whip
pray	shelf	gem	fairy	shave	mean	beef	shore	witch	yet (100)

Time of dictation minutes seconds

5 *Part II—Sentences:* Dictate with pronounced oral punctuation.
Do not dictate periods, commas or other punctuation.

I shall be glad to call upon the judge to | beg for the favor of a friendly visit. If you | have a reply to your letter in regard to the | book we will publish it. We live above a market | but we should like to change our home in a | week. If you look before you leap you are bound | to win in the world. (65)

Time of dictation minutes seconds

6 *Elementary Shorthand Diagnostic Test Two:* (based on Gregg Shorthand Manual Lessons 5-7)

A. Part I—Word List

(Read down. Do not mention grouping in order to illustrate theory)

S	TH	NG-NK		
sweet	bath	wrong	promptly	diadem
swim	though	mink	mentally	wintry
swell	faith	clink	divinely	sentence
switch	path	bang	easily	rhymed
splits	stealth		cushion	joined
soars	oath	PREFIX	division	seated
slams	throat		explosion	creative
siege	teeth			genteel
saves	earth	exceed	DIPHTHONGS	appendix
applause	thief	enrolling	diet	editor
stuffy		expending	mouth	famine
suits	Z	embossing	Eugene	cheapened
sobs	fussy	complex	piano	custody
sofas	fuzzy	contingent	radio	romance
scratches	grace	dependent	Genoa	women
gracious	graze	counsel	via	common
goose		comply	poem	memorize
sabre	X-SES	increase	iota	ominous
sphere	fix	implore		detection
	fixes	unfit	BLENDS	PAST TENSE
	waxes	SUFFIX	bulletin	demand
	races	only	condensation	haunted
		calmly	estimate	invited
			temper	printed
				divided

Time of dictation minutes seconds

*Note—The numbers indicate the paragraph in the Manual illustrated by the words following. The notation is for the convenience of the teacher in diagnosing errors.

7 *Part II—Sentences:*

(Dictate punctuation—and try to keep the rate of dictation even with only very short pauses.)

Everything you said in the course of your long speech made us desire to assist the business of our company. There were not so many Indies at the society as we were willing to receive. Please wire me fully, giving all data in regard to the inclosed list, for I wish to appoint a new state agent this month. Allow us to ask what you think about the wreck of that great ship. (73)

Time of dictation minutes seconds

8 *Graded Dictation and Transcription Tests for Gregg:*

a—Series A: The tests presented in this series require the type of intensive drill on shorthand principles that forees the student to “hear-write”; “sound-transcribe.” The pupil must have daily drill in writing new words and sentences in shorthand before he can take this sort of test.

b—Organization:

The tests are graded to follow the lessons in the Gregg Shorthand Manual. The number of the tests corresponds with the lesson.

c—Rate of dictation and transcription:

The underlying aim of this series is to develop the ability to write what one hears, even in the first week of instruction, and to transcribe what is so written with accuracy in spelling.

d—Test I—a

Recitation—6 Dictation—1'-15" Transcription—5' Errors—1%

Greta will make good cake.

Ned will get the milk | in a can.

Nell will get the cream at the | dairy.

Dan will get an egg in the hay.

Lilla will make the tea. (35)

e—Test I—b

R—8-10 D—1'-10" T—5' E—1%

The enemy may attack in the dark.

The dark will aid him.

The enemy may take the hill.

He will | raid the train at the lake.

He will not make a treaty.

Hatred may make him greedy. (37)

9 *Series B:*

a—Preparation: Be sure that all difficult words and phrases have been dictated in connection with regular class work. List all wordsigns and drill on the least familiar ones in *context* phrases. The purpose of the tests is not to present new difficulties but to test the ability of a class to use shorthand principles under new conditions.

- b—Rate of Dictation: This must be left to the discretion of the teacher. We advise that ten words in fifteen seconds is considered an absolute minimum. The best practical speed is around twenty words in fifteen seconds. Many teachers will secure better results.
- c—Transcription: Allow ample time, one minute for each fifteen words is a generous allowance. Keep the strictest supervision of the transcribing. Permit the use of dictionaries.
- d—Grading: Mark the transcription only. In all these tests an error has the value of $\frac{1}{2}$ per cent. Use your own judgment in regard to punctuation errors. Put no premium on rapidity of transcription, only upon accuracy at this learning stage. Consider any grade below 90% a failure.
- e—Net Speed: This same material may be used for dictation to the advanced classes at a high rate of speed to test their net speeds, as we test in type writing.
- f—Procedure: Note time of dictation. Check transcript. Deduct one word from the total dictated for each error. Divide net total by time to get individual net speed per minute.

10 *Test X:*

Dear Mr. Burns: I am just home from a long journey in England. From now on I shall always have | enthusiasm and a feeling of admiration for this land of your youth. I confess that I left America with some | prejudice against England, due, perhaps to my great loyalty to my native land. Now that my knowledge of your native | land is more complete and I have experienced the delight of living in many of your larger cities I view | England from a different standpoint. I took every opportunity to observe a thousand things. I feel that my year of | travel was a splendid success. I owe many thanks to you since it was your advice that started me journeying. | (par) One slight apology I must make to you. I neglected to present your letter to the ambassador. This act was | deliberate on my part. When I see you I will make clear to you why I relinquished the privilege of | meeting this celebrated man. (Par) You will rejoice with me when I tell you that I spent less than three thousand dollars. Do you not think I did well to obtain so much for so little? Your friend, (197)

C. One of a Series of Experimental Transcription Tests Compiled By The Division of Commercial Education in Philadelphia

1 *The 12-B letter:*

Dictate Each Counted Section in one quarter of a minute. Do not include the dictation of the Name and Address in the count. Do no dictate punctuation, but indicate the punctuation by pauses and the inflection of the voice. In other words, dictate with meaning. The letter is counted in groups of 31.5 syllables, which equals 90 words a minute if the syllable intensity is 1.4.

Final Test for 12-B, 1929-30

Miss Alice W. Towne,
936 Third Avenue,
Harrisburg, Pennsylvania.

Dear Miss Towne:

Our agent writes that you are thinking of travel this season. I do not know your plans, but before you make them final¹/may I suggest that you give attention to our service? More people each year satisfy their desire to see the world. Whether²/they go on established tours or venture forth alone, they are learning that our service affords both rest and adventure. Our service³/is restful because you are in the care of a system which will relieve you of a thousand exhausting details.⁴/ It is adventurous because our world-wide staff of travel experts secure closer and more unusual views of the countries⁵/visited than you can possibly obtain in any other way.

To describe in a letter all of our tours for the coming⁶/season is impossible, but our agent will be glad to give you details upon request.

Yours very truly, (150)

Dictate in one minute, 42 seconds

- 2 *Analysis:* Words, 150: average sentence length, 19 words; syllable intensity, 1.44; vocabulary, 70 per cent from the 500 commonest; 8.6 per cent from the second 500 commonest; 6 per cent from the second 1000 commonest.
- 3 *Instructions for giving the tests to Shorthand III and IV classes:*
- a—To the head of department:
- (1) If possible, please arrange for a person other than the teachers of 12-A and 12-B sections to do the dictating.
 - (2) Please do not allow anyone but yourself and the person who dictates the tests to see them before they are given.
- b—To the dictator:
- Read all instructions carefully and practice dictating before giving the test. All timing arrangements should be carefully observed.
- e—To the pupil: (To be read by the dictator before dictating.)
- (1) I will dictate one letter for you to transcribe.
 - (2) The notes are to be attached to the transcription and both papers handed in.
 - (3) Write your name at the top of the shorthand paper.
- d—To the pupil: To be read by the dictator before starting the transcription. Read slowly so that the pupil may do each thing as directed.
- (1) Set the margin stops for inch and a quarter margins. Insert the paper in the machine. Type your name in the upper left hand corner.
 - (2) Do not start typing until I give the signal. (Allow two minutes to read the notes before beginning to type.)

- (3) You will be allowed exactly 15 minutes for transcription. If you finish before that time has elapsed, look at the board for a figure which will indicate the number of minutes it has taken you. (The teacher will note on the board each minute as it elapses. Do not allow more than one figure to remain on the board at one time.)
- (4) Pupils in 12-B may erase. All pupils may look up words in the dictionary or a vocabulary.

e—To the pupil: (Read by the dictator or teacher after the transcription is ended.)

- (1) I will give you a copy of the letter. Note your errors by writing the letter "P" wherever an error in punctuation has been made; the letter "O" wherever a word has been omitted; the letter "S" wherever a word has been substituted, wherever a word has been added, or wherever two words have been transposed; the letter "T" wherever there is a typographical error; the letter "E" wherever there is an obvious erasure; and the letter "M" wherever there is a misspelling. Along side of the letter in the upper righthand corner, type P O S T E M (vertically.)
- (2) After "P" tally all errors in punctuation; after "O", all omitted words; after "S" all substitutions, transpositions or additions of words; after "T" typographical errors; after "E" obvious erasures (allow none in 12-A); after "M" misspellings, omitted apostrophes, and faulty division of words.

4 *A Sample of a Student's Paper Showing How it Should be Arranged and Marked:*

James Wilson

ARLINGTON HIGH SCHOOL

F 4

Arlington, Pennsylvania

O 7

October 28, 1931

S 10

T 7

E

Messrs. Charles K. Price and Co.,

927 Church Street,

Philadelphia, Pa.

Gentlemen:

M 28 Nov

One of your customers ^PMr. James F. Case ^Phas written to us at your suggestion ^Pin his letter Mr. Case states that a tube of our past ^Twhich he purchased at your store last week was unsatisfactory. Since your goods will to ^{S S S}us through the ^{T O O S}gobbere^AStory & Burk we believe that the stock from which this tube was taken must be quite old. If you will check the number of tubes which you still have ^{S S}and under and send us a memorandum of this and number of each kind of tube. ^{O S}We shall be glad to ^{T O}exchange your stock for new. The enclosed addressed envelope is for your convenience in replying. ^TWe

We thank you for your interest in this matter which ^Sis only but such cooperation that we can maintain such service ^Sat a higher etandard.

^TYours very truly,

Time: 14 minutes.

(The teacher should re-mark most sets of papers and tests. The pupils should never know which sets are not re-marked and those pupils who are inaccurate in marking should be heavily penalized.)

- 5 *Statement of Results Achieved.* The following is the record made by a 12-B section using Pitman Shorthand. The test was given to 550 pupils in 22 classes.

Range of errors made	0.8
Upper quartile (errors)	1.4
Median (errors)	2.0
Lower quartile (errors)	3.3
Average (errors)	2.0
Median transcription rate (words)	20.1
Median copying rate (on an Underwood test)	35.8*

The mark was determined by deducting: 2 for each punctuation and typographical error and each erasure, and 5 for each omission, substitution, and misspelling.

- 6 *In the Table of Results in Detail.*

- a. P is a tally of errors in paragraphing and punctuation.
 O is a tally of words "not transcribed."
 S is a tally of substitutions, transpositions, and additions.
 T is a tally of typographical errors not corrected.
 E is a tally of erasures poorly done.
 M is a tally of misspellings, wrong division of words, and omissions of capitals.

b. The results in detail

Pupil	Copying Rate*	Transcription Rate	P Punc. 2 off	O Omis. 5 off	S Subs. 5 off	T Typo. 2 off	E Eras. 2 off	M Misspel. 5 off	Total	Mark
1	32	37.5							0	100
2	46	21.4							0	100
3	43	25.0					1		1	98
4	36	25.0				1			1	98
5	44	18.8					1		1	98
6	31	21.4			1				1	95
7	48	18.8						1	1	95
8	35	16.6						1	1	95
9	46	21.4						1	1	95
10	36	21.4						1	1	95
11	35	25.0		1					1	95
12	34	21.4						1	1	95
13	40	21.4						1	1	95
14	37	21.4						1	1	95
15	25	25.0			1				1	95
16	34	18.8						1	1	95
17	42	16.6				1		1	2	93
18	35	21.4					1	1	2	93
19	33	18.8				1		1	2	93
20	34	21.4		1			1		2	93
21	40	21.4	2	1					3	91
22	31	25.0				1	1	1	3	91
23	36	30.0	2					1	3	91
24	29	21.4		1				1	2	90
25	46	16.6	1			1	1	1	4	89
26	41	16.6			1		1	1	3	88
27	33	25.0			1	1		1	3	88
28	37	18.8	1				1	1	3	88
29	33	18.8	1		1	1		1	4	86
30	35	30.0		2				1	3	85
31	28	21.4		2	1	1			4	83
32	25	18.8		3	1	1	1		8	66
Total			7	10	10	9	9	20	64	

* Made on an Underwood Copying Test.

- 7 *The 12-A Letter.* Dictate each counted section in one-quarter of a minute. Do not include the dictation of the name and address in the count. Do not dictate punctuation. Indicate it by suitable pauses and the inflection of the voice. In other words, dictate with meaning. The letter is counted in units of 24.5 syllables. This number of syllables dictated in 15 seconds equals 70 words per minute if the syllable intensity is 1.4.

Final Test for 12-A, 1929-30.

Mr. Samuel J. Nash,
135 Cedar Street,
Chester, Pennsylvania.

Dear Sir:

As you know, your subscription to this magazine has expired. In the past it has been our ¹ policy to send the magazine for two months on faith. The opinion of publishers, however, ² is against such a policy. Hence, we have made a rule to the effect that in future no ³ extra copies shall be sent.

We feel that all our friends, who have been following our campaign for better ⁴ schools, will want to know what our contributors have to say. If you are one of these, you can help us by ⁵ signing and mailing the enclosed * card. The card will be your order to continue the magazine ⁶ and the bill may be paid later.

Yours very truly, (120)

(Dictate in 1 minute and 38 seconds)

- 8 *Analysis.* Words, 120; average sentence length, 17 words; syllable intensity, 1.33; vocabulary, 81.6 per cent from 500 commonest; 6.7 per cent from the second 500 commonest; 5 per cent from the second 1,000 commonest.
- 9 *A Statement of Results.* a. The following is the record made by a 12-A section using Pitman Shorthand. The test was given to 646 pupils in 28 classes in 12 schools.

Range of errors made	1-6
Upper quartile (errors)	4.4
Median (errors)	5.7
Lower quartile (errors)	6.8
Average (errors)	4.8
Median copying rate	45.5
Median transcription rate	22.4

The mark was determined by deducting: 2 for each punctuation, and typographical error, and 3 for each omission, substitution and misspelling.

* also, inclosed.

b. The results in detail

Pupil	Copying Rate*	Transcription Rate	P Punc. 2 off	O Omis. 3 off	S Subs. 3 off	T Typo. 2 off	E Eras. 2 off	M Misspel. 3 off	Total	Mark
1	41	24.0						1	1	97
2	46	20.0	1					1	2	95
3	42	40.0			1	1			2	95
4	43	24.0	2			1		1	4	91
5	41	20.0		1		3			4	91
6	36	24.0				3		1	4	91
7	37	20.0			1	2		1	4	90
8	32	24.0	1		1	2		1	5	88
9	29	24.0	1	1	1	2			5	88
10	34	24.0		1	1	2		1	5	87
11	33	30.0	3			2		1	6	87
12	40	30.0	1			4		1	6	87
13	37	17.1	2			3			5	85
14	42	24.0	2	1	1	1		1	6	85
15	55	30.0			1	5		1	7	84
16	28	24.0	3	1	1	1		1	7	83
17	44	30.0	5			2		1	8	83
18	43	24.0	3			2		1	6	82
Total			24	5	8	26	0	14	87	

XVII

MEASURING CLASS AND INDIVIDUAL IMPROVEMENT IN TRANSCRIPTION

Progressive teachers of shorthand will be interested in the following plan for measuring the growth of their pupils in transcribing power:

1. Select for each bi-weekly test of Shorthand III pupils a 120 word letter with a syllable intensity of approximately 1.3; for 12-B pupils a 150 word letter with a syllable intensity of approximately 1.45. The syllable intensity is found by dividing the number of syllables in a letter by the number of words in it.

2. The syllable intensity and length of letter for each test should remain the same. Begin Shorthand II pupils the first week of the term at 50 w.p.m., and increase the test speed 5 w.p.m. every month; begin Shorthand IV pupils at 75 w.p.m., and increase the test speed 5 w.p.m. every month.

3. When giving a transcription test according to this plan, divide the period as follows: 10 minutes for the class to assemble and to dictate the test; twenty minutes for transcription; and fifteen minutes for scoring. The teacher should read the letters slowly while the pupils proof-read them and tally on the margin of the transcript opposite the following symbols, the number of errors made:

P includes errors in punctuation and paragraphs.

O includes all words omitted.

S includes words substituted, transposed, or added.

T typographical errors not corrected.

E erasures poorly done—allow none in Shorthand III.

M includes misspellings, wrong division of words, and omissions of capitals.

4. Have pupils note on the bottom of one of the transcription papers the kind and number of the errors made. The pupils should also fill in on a blank like Form 3 (below) the kind and number of

* Made on an Underwood Copying Test.

errors for each test. The teacher (or her pupil secretary) should fill in for each test a blank like Forms 1 and 2 (below).

5. Analysis of Forms 1 and 2 will reveal: That some pupils are not getting the dictation, or that they can not read their notes; that Collins and Graves are the two pupils who are strongest in shorthand; that Smith is the weakest; the kind of errors being made, both by the class as a whole and by individual pupils.

6. Analysis of Form 3 will reveal: Individual weaknesses; the pupil's progress in eliminating his errors; etc.

7. Tests given according to the foregoing plan fulfil three important aims of testing:

- They are of educational value to the pupil;
- They enable the teacher to make a diagnostic study of the kinds of errors being made;
- They form the most accurate basis for giving marks.

d. Test Results for February 8

FORM 1

Pupil	Transcrip- tion Rate	P Punc.	O Omis.	S Subs.	T Typo.	E Eras.	M Mispel.	Total
1. Graves -----	10.6	1	-----	3	-----	1	3	8
2. Collins -----	14.3	4	2	5	-----	-----	5	16
3. Wilson -----	14.8	1	8	11	1	1	3	25
4. Nash -----	14.4	8	8	6	1	1	3	27
5. Bell -----	16.2	9	12	9	2	2	-----	34
6. Olds -----	16.8	6	33	7	-----	1	2	49
7. Young -----	14.9	7	11	24	3	1	3	49
8. Adams -----	15.5	3	31	11	6	-----	4	55
9. Mason -----	18.7	9	43	26	5	-----	3	86
10. Smith -----	16.9	6	117	7	2	2	3	137
Total -----	-----	54	265	109	20	9	29	486

e. Test Results for February 22

FORM 2

Pupil	Transcrip- tion Rate	P Punc.	O Omis.	S Subs.	T Typo.	E Eras.	M Mispel.	Total
1. Collins -----	14.7	2	3	2	2	1	1	11
2. Graves -----	11.7	5	3	1	1	2	2	14
3. Wilson -----	15.3	3	8	4	2	2	1	20
4. Nash -----	14.5	6	10	5	1	-----	2	24
5. Bell -----	16.3	3	20	4	2	-----	2	31
6. Young -----	15.4	7	17	7	3	4	2	40
7. Olds -----	15.9	4	25	13	3	2	-----	47
8. Adams -----	15.8	4	26	10	5	3	1	49
9. Mason -----	18.1	6	48	13	2	1	3	73
10. Smith -----	17.1	8	51	23	11	8	4	102
Total -----	-----	48	211	82	32	20	18	411

f. Test Results of Pupil, C. A. Adams

FORM 3

Test Results for	Transcrip- tion Rate	P Punc.	O Omis.	S Subs.	T Typo.	E Eras.	M Mispel	Total
1. February 8 -----	15.5	3	31	11	6	-----	4	55
2. February 22 -----	15.8	4	26	10	5	3	1	49
3. March 8 -----	15.9	4	22	8	4	2	1	41
4. March 22 -----	16.0	5	20	8	4	1	2	40
5. April 5 -----	17.2	3	17	7	3	5	2	37
6. April 19 -----	17.6	4	15	8	5	1	1	34
7. May 3 -----	17.8	2	13	6	4	2	2	29
8. May 17 -----	18.0	1	11	4	2	3	4	25
9. May 31 -----	18.5	2	9	4	3	3	2	23
10. June 14 -----	18.7	1	8	3	2	3	1	18
11. Final -----	18.9	0	5	3	1	3	3	15

XVIII

ANOTHER METHOD OF MARKING

Rules governing the New York Regents' Examinations, compiled by Clinton A. Reed, State Supervisor of Commercial Education.

A. Shorthand

1. It is suggested that two persons be assigned to the shorthand examination, one as dictator and one as timekeeper. The timekeeper should indicate to the dictator by a light tap of the pencil, or some similar sign, the end of each half-minute period. This will enable the dictator to give undivided attention to the reading of the examination copy.
2. The dictator should read distinctly but naturally, so that candidates may be able to follow the subject matter readily.
3. The dictator is not privileged to give information about the capitalization, punctuation, or paragraphing of the examination copy.

B. Typewriting

1. Care should be taken to see that machines are in good condition.
2. A supply of index cards (5x3), carbon paper, ruled paper and envelopes of business and legal size should be kept on hand for use in the typewriting examination.
3. Pupils may use the kind of paper to which they are accustomed.
4. In order that knowledge of form and arrangement may be tested, answers to different questions should be typewritten on separate sheets of paper. Signatures required in letters should not be typewritten.

C. Suggestions for Rating of Examination Papers**1. General:**

When rating examination papers on commercial subjects the examiner should take somewhat the attitude of mind of the business man. His standard of acceptance should be in a certain sense the reasonable demands of the business office. While a knowledge of subject matter is of first importance and proper credit should not fail, however, to consider that accuracy in results, facility in execution, and neatness in form and arrangement are important in determining the acceptance or rejection of a paper or any part of it.

2. Marking Punctuation:

The dictator is not privileged to give information regarding the capitalization, punctuation, or paragraphing of the dictation copy, or about the number of credits assigned to the letters or the article. After the dictation has been given, he may use his judgment about spelling names of persons and places and stating whether numbers are expressed in words or figures. Deviations from dictation copy in capitalization, punctuation, and paragraphing will be allowed if they conform to accepted usage. A copy of the dictation on which are indicated the deviations should accompany the papers. If accidental deviations from the copy are made in the dictation,

a statement should be submitted with the papers fully explaining them.

The use of longhand in notes, except for proper names, figures, and addresses is not permitted. The shorthand notes must accompany the transcripts.

In rating transcripts the following symbols should be used to indicate credits deducted:

- V for 2 credits
- / for 1 credit
- for $\frac{1}{2}$ credit

D. Shorthand I and II

Transcripts of tests in Shorthand I, whether penwritten or type-written, should be rated according to the following schedule. Deductions should be made from 100 per cent.

1. Transcripts must agree word for word with the original dictation unless a statement explaining the deviations accompanies the transcripts.
 - a. One credit should be deducted for each of the following:
 - (i) Omitted word
 - (ii) Added word
 - * (iii) Substituted word
 - (iv) Transposition of words
 - (v) Use of longhand in notes, even if placed above or near the shorthand outline, except for proper names and figures
 - (vi) Erasure of longhand in notes and replacement by shorthand
 - (vii) Plural for singular, past tense for present, and modification of dictated word; that is, "cover" for "covering"
 - (viii) Misspelled word, if the misspelling is a dictionary word; that is, "no" for "know"
 - (ix) Gross error in punctuation, such as failure to place punctuation at the end of a sentence.
 - b. One-half credit should be deducted for each of the following (maximum charge in any one letter one-tenth of the number of credits assigned to the letter).
 - (i) Error in paragraphing, capitalization or punctuation
 - (ii) Incorrect division of words at the end of a line
 - (iii) Repeated word
 - (iv) Misspelled word (only one charge for any one word repeatedly misspelled)
 - (v) Omission of hyphen when required
 - ** (vi) Unauthorized abbreviation of words
 - * (vii) Plural for singular or vice versa, when the error is made because of some other error already charged for.
 - c. The total deductions for each letter or article shall not exceed the number of credits assigned to the letter or article.
 - d. From 1 to 5 credits should be deducted for lack of neatness or for any error not specified above.

* Substitutions.

** Not covered by our schedule.

E. Shorthand III and IV

Each pupil should be supplied with an English dictionary and a typewriting eraser during the Shorthand II examination. Pupils who plan to transcribe their notes on the typewriter should be supplied with a good quality of typewriting paper in order that they may avoid being penalized for poor erasures.

Transcripts may be typewritten or penwritten, but the schedule to be used in rating the transcripts is dependent upon their form.

Initials, proper names, and numbers appearing in the addresses, and the salutations and complimentary closings must be *identical* as to words and spelling with the dictated copy, as ample time is allowed the candidates.

The date, initials of the dictator and stenographer, and enclosure, when required, should appear on each letter. Pupils may substitute the initials of their shorthand teacher for those of the dictator.

After the dictation is completed, the dictator may place on the blackboard the correct spelling of all proper names and places which appear on the examination copy.

The transcript of each *typewritten* letter offered for credit will be rated as a whole on the basis of the "mailable letter." No candidate shall receive a rating of more than 80 per cent unless at least *one* of the letters transcribed is free from errors that would make it "unmailable."

A "mailable letter" is one that could be signed and mailed by a careful and competent business correspondent. In determining the "mailability" of a letter, the following points shall be considered:

1. A letter may be considered "mailable" which contains *not more than two major errors* (*a* and *b* to follow) which could be satisfactorily corrected on the typewriter without rewriting the letter.
2. A letter which contains errors which would necessitate the re-writing of the letter shall be considered "unmailable." This includes interlineations and any errors which would involve in their correction the erasure of a number of words or lines or any other defacement of the letter.
3. An untidy, poorly arranged typewritten letter shall be considered "unmailable."
4. Erasing done as skillfully as the quality of the paper permits but still visible on transcript need not be penalized nor considered in determining the "mailability" of a letter. If, however, erasing is poorly done and actually defaces the letter, each poor erasure shall be penalized one credit.

For each typewritten transcript of a letter that could be signed and mailed by a careful and competent business correspondent five additional credits shall be awarded.

Illustration

Letter value	20
Deductions:	
Misspelled word	2
Plural for singular	1
	<hr/>
Total deductions	3
	<hr/>
First rating	17
	5
	<hr/>
Final grade	22

Both of the above errors could be changed on the typewriter without defacing the letter; therefore, the latter may be termed "mailable" and is awarded five additional credits.

XIX

STANDARDS

Standards for shorthand are still an open subject. We need in Shorthand I and II, a definite vocabulary, also standardized tests in units, in order to determine the pupil's mastery of each principle.

For Shorthand III and IV we need standardized tests for each short unit of development. These tests should be based on the steps of achievement mentioned in section VIII, 10, page 23 and 12, page 24. They are: content of unit to be tested on; size of the list; nature of vocabulary to be covered, syllable intensity, sentence length, speed of dictation, speed of transcription, knowledge of punctuation, style and arrangement. In this connection the U. S. Civil Service Commission gives three marks when grading a shorthand transcription. One is determined by the rate of dictation; another by the rate of transcription, and the third by the number and kind of errors made.

Concerning standards, Morrison says, in "The Practice of Teaching in the Secondary School":

"When a student has fully acquired a piece of learning, he has mastered it. Half-learning, or learning rather well, or being on the way to learning are none of them mastery. Mastery implies completeness; the thing is done; the student has arrived, as far as that particular learning is concerned. There is no question of how well the student has mastered it; he has either mastered or he has not mastered. It is just as absurd to speak of degrees in mastery as to speak of degrees in the attainment of the second floor of a building or of degrees in being on the other side of a stream. In unit learning itself there are no degrees; the pupil either has it or he has it not. We may then apply the term in substance to the true learning products that whenever the adaptation in the individual which corresponds to a given product in learning has taken place, the individual has arrived at the mastery level for that particular.

"It follows that the course of study is valuable in education only

as it is analyzed into significant units of learning which generate adaptations in the pupil and in that way contribute to his adjustment. It is meaningless to prescribe a course and let it go at that. The issue is not learning any of these but rather the mastery of certain significant units.

"In the process of the daily routine, the teacher cannot help observing that some pupils prepare their lessons well and some poorly. Can we not grade this daily work and so surround ourselves with the atmosphere of quantitative judgment? Yes, we can let 100 per cent stand for a recitation in which we can find no fault and 0 per cent for one which is nil. Between these extremes, we can let the percentile series stand for all shades of judgment of the quality of the recitation delivered. In a similar manner can we grade the examination. When the day of judgment arrives, we can draw the line at some convenient average percentile grade and in that way distinguish between the just and the intellectually unrepentant. Where shall the line be? Well, in 'A' we have always been able to escape undue censure if we promote about 80 per cent, and experience shows that about that percentage will usually be at or above 70 per cent on our percentile scale. Therefore let 70 be our 'passing grade.' In 'B', however, we find it convenient to promote 90 per cent, and experience shows that 90 per cent of the pupils commonly attain 60 per cent and better. So 60 becomes the passing grade in 'B'. Thus arises the passing grade as the learning objective, as the true product of learning.

"But does it give us any evidence whatever of learning? No, we have evidence simply of average performance.

"Granted that 70 per cent performance is equivalent to acceptable learning, does the average grade of 73 mean that a pupil has acceptably learned the field? This assumption involves us in the contention that by learning one thing very well the pupil must thereby have accumulated enough intellectual surplus to convert another topic from non learning into learning. One steady plodder performs very poorly on every topic but he passes every one. The hypothesis of the school is that a topic is learned when the pupil attains a passing grade—70 in this case. Another pupil has not learned all the topics in a series. His average grade however is the same as that of the first pupil. And yet the latter failed to learn five of the fourteen topics. On the school's own theory, learning values are not proportional to performance values. Indeed, there is nothing more than a casual relationship.

"What effect on the pupil's conception of the nature of his learning shall we expect when part-learning is systematically set up as the acceptable standard? For it cannot be urged that 70 per cent stands for mastery and that higher grades stand for additional masteries. The percentage does not represent a count; it is a symbol of the teacher's judgment of the value of performance when 100 per cent represents his valuation of a flawless performance. The average grade represents no quantity but simply the average of the numbers which stand as symbols of the teacher's judgment.

"As the pupil goes on from grade to grade, from course to course, from credit to credit, he seldom encounters any other attitude in his elders, whether parents or teachers, than that education consists in

the partial performance of tasks, in performance up to a level the attainment of which will relieve him from laborious repetition of the servitude. There is no thought of full performance. Education is 70 per cent performance; one goes to school to acquire education; why pursue the car after one has caught it? Even granted that performance is translatable into learning, mastery can certainly not arise out of partial performance. The whole theory, therefore, of necessity eventuates in building up in the developing pupil the conviction that performance is achievement, that very inferior work is acceptable work, and that most superior performance is still less than full performance.

"In many pupils there is a characteristic well-defined volitional perversion which we have come to call the 'get-by attitude.' The pupil thus afflicted—and the victims are many—comes to see any task which he has to do, not as a thing to be accomplished in a finished manner as a matter of course, but rather as an undertaking upon which he will economize effort to the degree which experience has taught him will be accepted. As the pupil goes into high school and college, he often becomes very skillful in his ability to just scrape through.

"This attitude when found in high school is a serious perversion and, unless corrected, results in permanent volitional retardation. The attitude carried over into adult life means irresponsibility, low standards, and, whenever the social controls become relaxed, lawlessness in a variety of social relations. Such an adult is incapable of becoming a citizen, in the social sense of that term, albeit he may legally be capable of voting and holding office.

"Teaching which is intent upon actual learning will then present each unit in succession and persevere in its effort until the pupil has indubitably caught the meaning and sense of the unit and manifests his mastery through his reaction to searching tests calculated to settle the issue whether he has learned or has not learned. Such teaching is not satisfied to grade the pupil 70 and pass on, for it realizes that three failures out of ten on valid test items means that the pupil is only on his way to mastery and has not yet arrived."

The foregoing discussion of standards gives the basis for successful teaching in shorthand and typewriting. It also agrees with the business man's criticism of pupils. *Pupils must learn to turn out perfect copies.* There has been a tendency away from this standard due to the practice of requiring only perfect copies in drill work. The aim in drill is the acquisition of skill, of speed, and finally of skill and speed with accuracy. In the earlier stages of practice it is only natural that errors will be made. The ultimate outcome of drill should, therefore, be skill in producing error-free copies. Pupils should be trained to produce, after due practice, a perfect copy the first time. There should be wisely planned drills based upon attainable standards and then a carefully graded test to be performed without error. Those who so perform, may drill upon the mastery of the next difficulty factor, but pupils who fail must drill more intensively upon error correction and then be tested again.

Analysis shows that errors in transcriptions made by advanced pupils occur in the following proportions:

Punctuation errors comprise 15.9 per cent of the total.
 Omitted words comprise 38.5 per cent of the total.
 Substituted words comprise 33.7 per cent of the total.
 Typewriting comprises 6.5 per cent of the total.
 Erasures comprise 1.0 per cent of the total.
 Misspelling comprises 4.4 per cent of the total.

Analysis of errors in transcription made by pupils in beginner's dictation show that:

Punctuation errors comprise 20.5 per cent of the total number.
 Omitted words comprise 35.3 per cent of the total.
 Substituted words comprise 30.0 per cent of the total.
 Typewriting comprises 10.7 per cent of the total.
 *Erasures comprise .7 per cent of the total.
 Misspellings comprise 2.8 per cent of the total.

The Division of Commercial Education in Philadelphia has set as its standard for pupils about to complete the stenographic curriculum the following:

- (a) Accuracy, 100 per cent. (Exclusive of neat erasures. Recopying may be allowed if it can be done within the time limit.)
- (b) Rate of dictation, 100 words per minute.
- (c) Quality of material used: syllable intensity, 1.33; the words to be 80 per cent from the first thousand, and the average sentence length, nineteen words.
- (d) Number of letters: Two with the total number of words in all not less than two hundred fifty or more than three hundred.
- (e) Transcription rate: 25 words per minute.

For promotion from the beginner's dictation class to the advanced class:

- (a) Accuracy, 100 per cent. (Exclusive of neat erasures. Recopying may be allowed if it can be done within the time limit.)
- (b) Rate of dictation, 75 words per minute.
- (c) Quality of material used: Syllable intensity, 1.2; one hundred per cent of the words to be from the thousand commonest. Average sentence length, 17 words.
- (d) Number of letters, two about one hundred words each in length.
- (e) Transcription rate, 15 words per minute.

Devising these tests and experimenting with usable drills, attainable masteries and needed skills are all studies which are worthy of every teacher's best thought. Such study is almost a virgin field, in which the explorer and discoverer is sure of rich rewards.

XX

COMPETITIONS

The misunderstandings that frequently accompany competitions of pupil with pupil, of class with class, or of school with school, are such that the organization of such contests is questionable. In these contests only the naturally gifted can hope for success. Those who need

* Pupils in 12 A tests are not permitted to erase.

the stimulation which might otherwise come from such contests feel their inadequacy and do not enter. To be of worth, competition to the great mass of students should be of the individual-with-himself type. The greatest amount of good that can come from competition is to have each pupil watch his own achievement, and to encourage him to increase his efficiency through self-appraisal, and by observing his own growth.

XXI

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